DOCUMENT RESUME

ED 165 006 08 CE 019 718

TITLE Experience Based Career Education for Mildly Mentally Disabled. Student Program Guide.
INSTITUTION Iowa Central Community College, Fort Dodge.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE 78
NOTE 219p.; Not available in hard copy due to reproducibility problems; For related documents see CE 019 710-720

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Aptitude; *Career Education; *Career Planning; Course Descriptions; *Educable Mentally Handicapped; *Experiential Learning; Individualized Instruction; Matrices; Records (Forms); Secondary Education; Vocational Interests

ABSTRACT

This student program guide is designed for mildly mentally disabled secondary students in experience-based career education programs (EBCE). Section I provides a brief overview of the document. Section II contains four activities for use in determining career interests and aptitude; included is a chart for relating school subjects and occupations through work trait groups, a work activity checklist, a work situation checklist, and an aptitudes assessment summary. Section III contains a worker trait group (a comparison of kinds of work, work activities, and work situations) and a sample experience-site selection form. Section IV provides a sample form of an EBCE student program outline (basic student information, educational history and needs, a summary of courses, credits, and objectives chosen to meet needs, and a place for student and instructor signatures). Section V contains sixteen EBCE course descriptions, including title, general content, examples of sites and activities which fit courses, and curricular areas related to each course. Section VI provides a course and interest matrix (sixteen EBCE courses are compared with the EBCE concepts, subconcepts, and interest areas). The concluding section includes a sample individual program management form to be used for student progress assessment and updating. (Other guides in the program are Student Career Guide [CE 019 715], Formative Evaluation Plan [CE 019 716], Experience Site Learning Guides [CE 019 717], Resource Person's Guide [CE 019 719], and Learning Coordinator Guide [CE 019 710]. A description of the program that produced these materials is available in the final report [CE 019 710].) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165006

EXPERIENCE BASED CAREER EDUCATION FOR MILDLY MENTALLY DISABLED

STUDENT PROGRAM GUIDE

Disseminated with the support and research funds of:

CONDUCTOR OF EXEMPLARY GRANTS
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

Dr. Carl H. Larson, Project Director

1978

CE 019 718

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

PREFACE

Iowa Central Community College in Merged Area V was the recipient of a Part D Vocational Education Grant to develop, establish, and operate model vocational education programs utilizing the Experience-Based Career Education project (Appalachia Educational Laboratory model) in Fiscal Year 1977. Fifty-eight students from fourteen cooperating secondary schools were enrolled in January, 1977, to pilot the EBCE project.

An exemplary project to analyze the potential and demonstrate components of an experience-based career education (EBCE) model in meeting the career education needs of mildly mentally disabled adolescents in secondary schools was initiated in March, 1977. The purpose of that effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled adolescents with Humboldt Community School District selected as the dissemination center. The project included establishing procedures, editing and re-writing component parts, developing experience sites, in-service training, implementation and evaluation of the component parts.

Project Director, Dr. Carl H. Larson, in cooperation with the Special Education and Career Education Divisions of the State Department of Public Instruction initiated a master project: State Strategy for Dissemination of EBCE-MD Curriculum Materials.

From 1978 to 1981, the EBCE-MD project, training, and materials will be presented to all fifteen Area Education Agencies of Iowa. A framework will be established so that a pilot project can be established in at least one community in each of the fifteen AEA's. Instructional personnel of each AEA will be trained to continue the project on their own.

EBCE-MD involves experiential learning...student exploration of math, English, personal/social skills, and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

The publication which follows was developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. The guidelines and instructional materials herein are provided to assist local school personnel interested in initiating programs, services, and activities for their students.

ACKNOWLEDGEMENTS

This guide is an adaptation of the Student Program Guide produced by the Experiential Education Division of the Appalachia Educational Laboratory (AEL) in Charleston, West Virginia. It also includes some materials adapted from the Laboratory's Career Guidance Division. The guide is one of the two basic student documents used in the Experience-Based Career Education (EBCE) program which was piloted in Humboldt, Eagle Grove, Storm Lake, and Pocahontas. The Learning Coordinators who field tested this material and are greatly responsible for suggested revisions are Larry Zwemke and Sherri Forbes.

Iowa Central Community College gratefully acknowledges the cooperation from Arrowhead AEA 5 in Fort Dodge, Iowa. Special Education Division of AFA 5 assigned Marvin Lewis, the Supervisor of Work Experience Programs, and Sherri Forbes, the Trainer and Technical Assistant, to the EBCE-MD project for three years of direction. Sherri worked with the following people from the University of Missouri on much of the revised copy:

- Dr. Donn Brolin, Associate Professor, Counseling and Personnel Services
- Pam Mauch, Graduate Research Assistant and Writing Coordinator
- JoAnn Schoepke, Graduate Research Assistant

Special thanks to Dr. Carl H. Larson, Iowa Central Community College, and Dr. Jack Sanders, Appalachia Educational Laboratory, whose efforts made this revision a reality. With cooperation from the Department of Public Instruction and their Mental Disabilities Consultant, Merry Maitre, the information contained herein is consistent with the Career Education Plan for the State of Iowa.

Acknowledgements for the typing of this document are extended to Gene Conley. Robert McDaniels was responsible for many of the charts and tables in this document. Barb Krambeer of Arrowhead AEA drew the illustrations for the work activities and the work situations. Dan Fowler printed this revised edition.

STUDENT PROGRAM GUIDE

TABLE OF CONTENTS

Page

SECTION I: INTRODUCTION. 1

Student Overview. 2

EBCE Program Process Flow Chart 3

SECTION II: DETERMINING CAREER INTERESTS AND APTITUDES. 4

Chart for Relating School Subjects and Occupations Through Worker Trait Groups 5

Work Activity Checklist 8

Work Situations Checklist 14

Aptitudes Assessment Summary. 21

SECTION III: IDENTIFYING WORKER TRAIT GROUPS AND SELECTING EXPERIENCE SITES 22

Worker Trait Group Matrix 23

Experience Site Selection Form. 65

SECTION IV: EBCE CURRICULUM AND STUDENT PROGRAM OUTLINE 69

Student Program Outline 70

SECTION V: CHOOSING EBCE COURSES 72

EBCE Course Descriptions. 73

SECTION VI: BUILDING EBCE COURSES 78

Course and Interest Area Matrix 79

SECTION VII: STUDENT PROGRAM ASSESSMENT AND UPDATING 133

Individual Program Management Form. 134

SECTION I

INTRODUCTION

STUDENT'S OVERVIEW

The Student Program Guide will help you to plan, carry out, and evaluate your Experience-Based Career Education experiences by helping you learn about and act on your career and academic needs and interests. This Student Program Guide will be the key to all your EBCE learning activities.

As you move through the EBCE program, you will learn to understand yourself in four different career ways. You will match this understanding about yourself with 50 career groups. This information will help you pick work places or experience sites where you will learn more about your own career needs and interests.

You will also learn more about your academic skills. You will learn in what skills you are strong and in what skills you need to improve. With this information you will be able to pick EBCE courses to fit your own needs. You will then be able to make individual learning activities that will help you learn what you need to know to be successful in a career.

Finally, with the help of your Learning Coordinator, you will learn how to evaluate what you have done in each learning activity and at each experience site, how well you have done it, and what you still need to do.

An EBCE-MD Program Process Flow Chart follows on page 3. Your Learning Coordinator will guide you through the flow chart in order for you to understand the entire process.

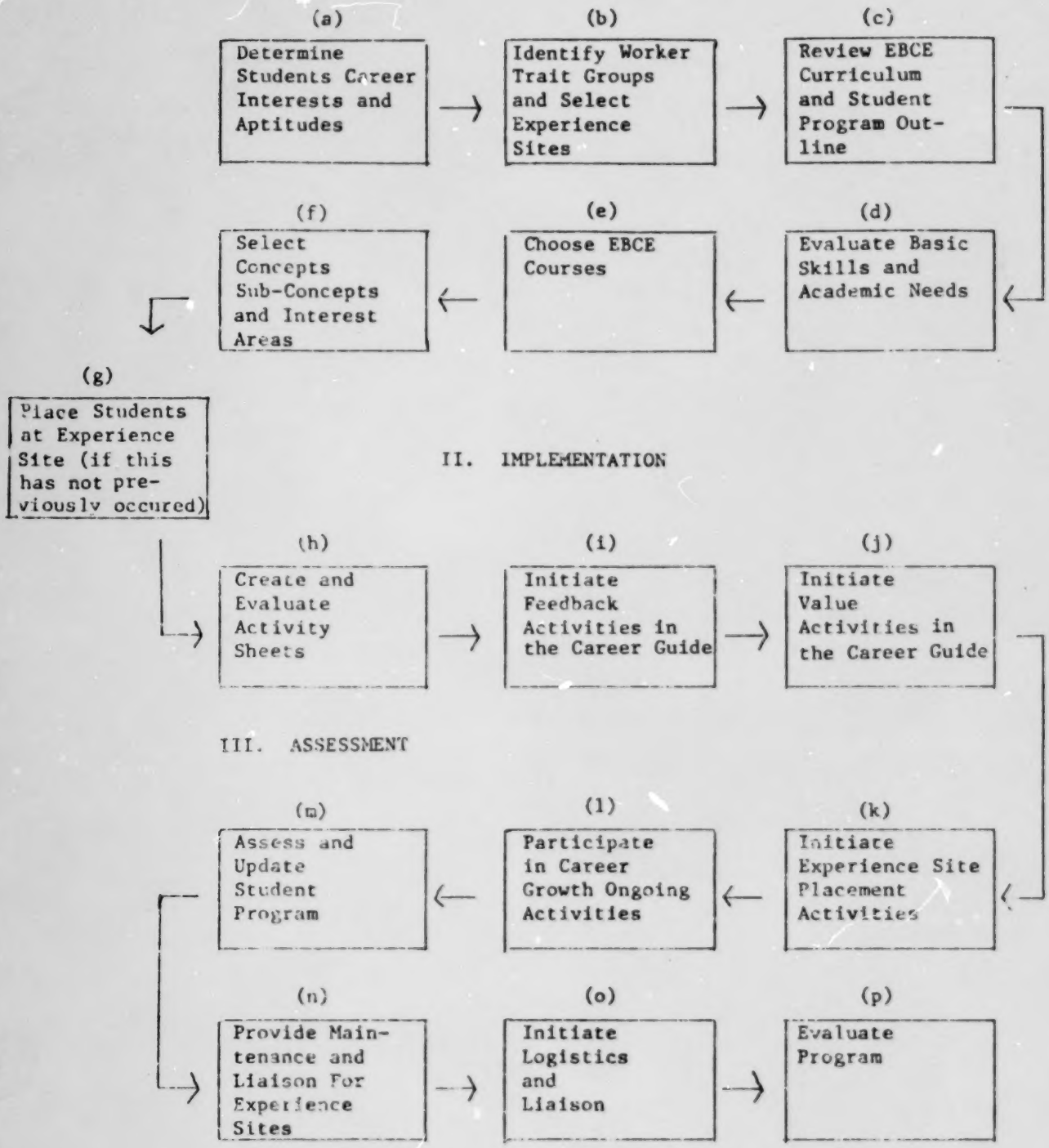


Figure 1

EBCE-MD PROGRAM PROCESS FLOW CHART

The Orientation Stages will be the focus of the Student Program Guide.

SECTION II

DETERMINING CAREER INTERESTS AND APTITUDES

CHART FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS THROUGH WORKER TRAIT GROUPS

With your Learning Coordinator study the Chart below (beginning on page 5 through page 7). Pick one of two subjects which best represents your interests and skills. Put the names of the subject on the lines below. The Learning Coordinator will then show you how to place all the Worker Trait Group (WTG) numbers under the subjects.

FIRST CHOICE _____

WTG NUMBERS _____

_____

_____

SECOND CHOICE _____

WTG NUMBERS _____

_____

_____

* * *

LANGUAGE ARTS

Composition, Creative Writing, Journalism: 16, 62

Speech, Debate, Dramatics: 16, 62, 63, 69, 70, 71

Literature: 63

MATHEMATICS

General Mathematics: 16, 19, 21, 22, 24, 27, 29

SCIENCE

Biology: 107

Botany, Horticulture: 72

SOCIAL STUDIES

Government, Civics: 79

HEALTH AND PHYSICAL EDUCATION

Health Education: 46, 79, 93

Physical Education: 46, 66, 68, 79

Sports, Recreation: 19, 46, 50, 62, 68, 79, 85, 104

ARTS AND CRAFTS

Art (Drawing, Painting, etc.): 4, 5, 37, 38, 39

Ceramics: 4, 37, 38, 39

Instrumental Music: 64, 100

Vocal Music: 62, 63, 65, 100

Industrial Arts: 4, 5, 22, 37, 38, 39, 80, 82, 84

AGRICULTURE

Agricultural Production & Management: 22, 49, 72, 83, 84, 107

Agri-Business (Agricultural Supplies & Services): 27

Ornamental Horticulture: 4, 39, 72

Agricultural Mechanics: 38, 39, 82, 83, 84

DISTRIBUTIVE EDUCATION

General Merchandise: 21, 22, 27, 35, 52, 98, 99, 102, 103

Food Service: 21, 22, 36, 52, 85, 102, 104, 105

Personal Services: 19, 37, 52, 98, 102, 103, 105, 106, 110

Finance, Real Estate, Insurance: 16, 24

HEALTH

Dental-Medical Assistant: 27

Practical Nursing, Nursing Assistant: 93

HOME ECONOMICS

Child Development, Child Care: 93

Foods and Nutrition, Food Management: 5, 36, 37, 38, 39, 82, 84, 85 105

Clothing, Textiles, Home Furnishings: 4, 5, 27, 35, 37, 38, 39, 82, 84, 97, 105

Institution and Home Management Services: 85, 93, 105

BUSINESS AND OFFICE

Accounting Bookkeeping: 16, 19, 21, 22, 24

Business Data Processing: 23, 28, 82, 84

General Clerical, Filing, Office Machines: 16, 19, 23, 24, 28, 29, 30, 39, 82, 84, 102, 106

Stenographic, Secretarial, Typing & Related: 18, 23, 28

TRADE AND INDUSTRIAL

Auto Mechanic: 37, 39, 52

Auto Body and Fender Repair: 52

Appliance Repair: 22, 27, 37, 39

Carpentry, Woodworking: 5, 27, 37, 38, 39, 80, 82, 84

Commercial Art: 4, 5, 37, 39

Drafting: 4, 5, 38

Electrical, Electronic: 27, 37, 38, 39, 82

Graphic Arts: 4, 5, 23, 27, 28, 37, 38, 39, 80, 82, 84,

Machine Trades: 37, 38, 39, 51, 52, 80, 82, 84

Other Metal Working: 4, 5, 27, 37, 38, 39, 51, 52, 80, 82, 84

Cosmetology: 85, 101

Quantity Food: 22, 36, 37, 38, 39, 82, 84, 85

Textile Production and Fabrication: 4, 22, 27, 35, 37, 38, 39, 51, 80, 82, 84

WORK ACTIVITY CHECKLIST

Some people like some kinds of activity much more than other kinds. This checklist is to help you decide which types of activities you like.

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would not like this activity very much.

1. ACTIVITIES DEALING WITH THINGS AND OBJECTS

People who do these activities use their arms, hands, legs, or feet in working with materials and products. They often use instruments, tools, machines, or vehicles. They may do tasks such as lifting, pulling and pushing things or objects. They may also use thinking skills to make decisions about their work.

CIRCLE

3 or 2 or 1

2. ACTIVITIES WHICH INVOLVE BUSINESS CONTACT WITH PEOPLE

People working in this type of activity must be able to deal with others in such ways as selling, buying, talking, listening, promoting, and bargaining. They get to know people and then gather, exchange, or present ideas and information about the products or services they wish to sell to them.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.

3. ACTIVITIES OF A ROUTINE, DEFINITE, ORGANIZED NATURE

In this type of activity people usually repeat the same task many times during work hours. The goal is to get the most work done in the shortest time. Sometimes the speed of the work is set by a machine. The work may be the same day after day. There are few chances for the workers to make on-the-job decisions.

CIRCLE

3 or 2 or 1

4. ACTIVITIES WHICH INVOLVE DIRECT PERSONAL CONTACT TO HELP PEOPLE OR DEAL WITH THEM FOR OTHER PURPOSES

People in this type of activity help others to keep or improve their physical, mental, emotional, or spiritual feelings and ideas. They need to speak and listen well. They may teach, train, or help people in many ways. These workers may use ideas about how humans grow and develop to help a person.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.

5. ACTIVITIES WHICH BRING RECOGNITION OR APPRECIATION BY OTHERS

People who perform these activities usually get attention or appreciation from others. They may lead, plan, control, or manage the work of others. In most cases these activities require a high level of skill and involvement with people. They may seek attention through acting, sports, art, and music.

CIRCLE

3 or 2 or 1

6. ACTIVITIES CONCERNED WITH PEOPLE AND THE SHARING OF IDEAS

People who perform these activities share information with others. This sharing may not always involve contact with people. It may take place through writing, acting, music, designing, or speaking over the radio or television. Some activities which involve more contact with people are teaching, supervising, or providing services such as protection. However, these activities emphasize working with ideas and information more than working with people.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.

7. ACTIVITIES OF A SCIENTIFIC AND TECHNICAL NATURE

People who perform these activities work with scientific information. They analyze, investigate, explain, make judgements about and record information. They perform experiments. Technical procedures, instruments, and equipment are often used in their work.

CIRCLE

3 or 2 or 1

8. ACTIVITIES OF AN UNUSUAL, INDEFINITE NATURE WHICH REQUIRE CREATIVE IMAGINATION

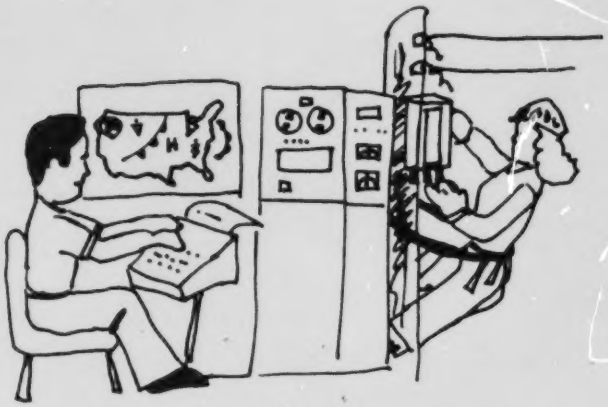
In these activities people use complex thinking skills. They use ideas in original ways to solve difficult problems or to design new projects, processes, and methods. They may express their ideas, feelings, and moods through art, music, poetry, or drama. Imagination is an important part of being able to create original ideas and objects. It helps them to look at things in a new way.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.



9. ACTIVITIES WHICH ARE NOT SOCIAL AND INVOLVE THE USE OF MACHINES, PROCESSES, OR METHODS

These activities are not social because the stress is on information and things. Any contact with people is not as important. In doing these activities people are involved in planning, scheduling, processing, controlling, directing, and evaluating tasks. They are concerned with processes, methods, and use of instruments and machines. Their enjoyment comes from using the processes.

CIRCLE

3 or 2 or 1

10. ACTIVITIES WHICH BRING PERSONAL ENJOYMENT FROM WORKING ON OR PRODUCING THINGS

In these activities people use physical skills to work on or to make things. They often use tools, machines, measuring devices, and other equipment to make a product or to change one already made. Building, repairing, altering, and restoring are examples of tasks which bring people enjoyment in doing this kind of activity.

CIRCLE

3 or 2 or 1

WORK ACTIVITY CHECKLIST

SUMMARY

Find the activities you marked with a 3 and list them first. Then list those you marked 2. Last of all you should list those you marked 1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
FIRST CHOICE	2nd	3rd	4th	5th	6th	7th	8th	9th	LAST CHOICE

WORK SITUATIONS CHECKLIST

People differ in their willingness and/or ability to adjust to different work situations. This checklist will help you to discover how you might adjust to a variety of jobs.

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK SITUATION:

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

A. PERFORMING A NUMBER OF TASKS WHICH MAY CHANGE OFTEN

In situations like this there are a number of job tasks. These tasks may involve different tools or materials, or different problems and processes. This work may be satisfying because of the chance to change tasks, or to change the type of activity (such as mental or physical). Difficulties may involve concern over what to do next or indecision about too many changes.

CIRCLE

3 or 2 or 1

B. REPEATING TASKS OF SHORT DURATION ACCORDING TO A REQUIRED PROCEDURE

People who work in these situations do the same tasks over and over again. They usually cannot change the tasks or the order in which they do them. The tasks are usually clearly described and may take little mental attention.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

C. FOLLOWING ORDERS, LEAVING LITTLE OR NO ROOM FOR PERSONAL JUDGMENT IN WORKING OUT JOB PROBLEMS.

Workers in these situations follow directions. They do not choose the procedures, tools, or methods to use in doing their tasks, nor do they make decisions about job problems.

CIRCLE

3 or 2 or 1

D. DIRECTING, CONTROLLING, AND PLANNING AN ACTIVITY OR THE ACTIVITIES OF OTHERS

People who work in these situations plan and complete their own work. They may also plan, direct or control the work of others. They must know how to be a leader of people. There are also chances for organizing or directing ideas or things.

CIRCLE

3 or 2 or 1

E. DEALING WITH PEOPLE IN ACTUAL JOB DUTIES BEYOND GIVING AND RECEIVING DIRECTIONS

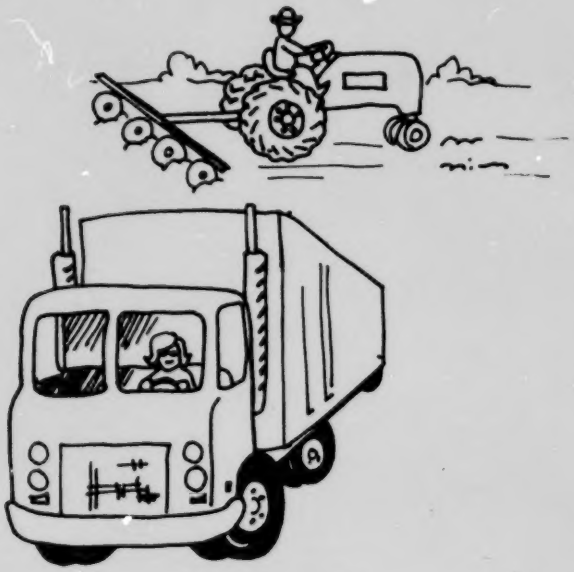
In this situation a major job task is dealing with people. Workers must get along with other people at a level higher than giving or taking directions. Ability to communicate with others is important. They must know how to provide help for people's physical or mental needs.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I would adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.



F. WORKING ALONE AND AWAY FROM OTHER WORKERS, ALTHOUGH THE WORK MAY BE RELATED TO WORK OTHER PEOPLE ARE DOING

Workers in this situation do their tasks alone. They have to solve job problems without the direct help of others, yet their tasks may be related to the work of others.

CIRCLE

3 or 2 or 1

G. CHANGING PEOPLE'S OPINIONS, ATTITUDES, OR JUDGEMENTS ABOUT IDEAS OR THINGS

This situation involves trying to change the thinking or behavior of other people. They may try to change others' feelings toward a person or a product. They may try to change people by giving them new information or ideas.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

H. WORKING WELL UNDER PRESSURE WHEN FACED WITH HARD PROBLEMS OR WHEN TAKING RISKS

These situations may involve danger to the worker or to others. Workers have to have self-control and take action in risky situations. They often may be concerned about the safety of others. They may be faced with unexpected events which may lead to physical harm or other serious damage.

CIRCLE

3 or 2 or 1

I. RATING INFORMATION BY USING PERSONAL JUDGEMENT

These situations involve making decisions based upon personal judgement, although other information may be used. Tasks of this type may involve values or past experience. Workers must use their own judgement because there is no absolute right answer for many of the problems they face. Self-confidence and accepting responsibility for their judgements are important.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

J. RATING INFORMATION USING STANDARDS THAT CAN BE CHECKED

Workers in these situations make decisions based upon rules or models that can be checked. Their tasks have fairly predictable outcomes. Although they check information against standards, in some cases they may also use personal ideas.

CIRCLE

3 or 2 or 1

K. INTERPRETING FEELINGS, IDEAS, OR FACTS FROM A PERSONAL POINT OF VIEW

These situations involve some kind of sharing such as art or music. Workers express personal values or ideas. Some workers focus on a process by which they can share, such as singing or acting. Other workers focus on a product, such as a song, a play, or a painting.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about the work sitaution.
1 I would not like this work situation.

L. WORKING WITHIN PRECISE LIMITS OR STANDARDS OF ACCURACY

Workers pay careful attention to details because any change from the standards may lower the quality of the work. The workers may be concerned with the safety of persons or products. The quality of the products or services is directly related to the ability of the workers to meet the standards that have been set.

CIRCLE

3 or 2 or 1

WORK SITUATIONS CHECKLIST

SUMMARY

Rank order the work situations which you marked 3 and place the appropriate statement letters in the first four boxes. Then rank order the work situations which you marked 1 and place the appropriate statement letters in the last four boxes.

1st	2nd	3rd	4th	9th	10th	11th	12th

Situations
Marked 3
Most
Postive

Situations
Marked 1
Most
Negative

APTITUDES ASSESSMENT SUMMARY

In the space after each aptitude, place an X in the column which indicates the level at which you rated the student. Place the X in the box which represents the highest estimate even though some items in lower-level illustrations describe characteristics the student possesses. If you were very undecided between two levels, place an X in both boxes. The more accurate you can be in your estimate, the more this record will help the student in his or her career planning.

APTITUDES	LEVEL 5	LEVEL 4	LEVEL 3
General Learning Ability: G			
Verbal Aptitude: V			
Numerical Aptitude: N			
Spatial Aptitude: S			
Form Perception: P			
Clerical Perception: Q			
Motor Coordination: K			
Finger Dexterity: F			
Manual Dexterity: M			
Eye-Hand-Foot Coordination: E			
Color Discrimination: C			

Now turn to the Worker Trait Group Matrix on pages 23 through 64. Find the appropriate entries across the top of the Matrix (Key Aptitudes by Level). Enter the level number that corresponds to your estimate of the student in each of the 11 aptitudes. Have this done for each page of the Matrix.

SECTION III

IDENTIFYING WORKER TRAIT GROUPS AND SELECTING EXPERIENCE SITES

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	4	Art Work: Art work means to use imagination and specialized skill or talent to create a work of art or an artistic effect such as a picture, a design, or a statue.(DOT II, Page 232). Examples of workers in this group are Cartoonist, Clothes Designer, Illustrator, Painter, and Sculptor.						*		*		
	5	Artistic Restoration, Decoration, and Related Work: Artistic restoration means to bring an art object, such as an old painting, back to its former or normal condition. Decoration and related work refers to creating or producing artistic effects or artistic products. (DOT II, Page 234). Examples of workers in this group are Paintings Restorer, Decorator, Furniture Reproducer, Cake Decorator, Taxidermist, and Museum Technician									*	*

	3		G	KEY APTITUDES BY LEVEL	General Learning Ability
	3	3	V		Verbal Aptitude
			N		Numerical Aptitude
			S		Spatial Aptitude
	3		P		Form Perception
			Q		Clerical Perception
	3	3	K		Motor Coordination
	3	3	F		Finger Dexterity
	3	3	M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
		3	C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
			B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
			E		Direct Dealings With People
			F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
		*	I		Using Judgement
			J		Rating by Standards
		*	K		Interpreting
			L		Working Within Precise Limits

24

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	16	Information Gathering, Dispensing, Verifying, and Related Work: Information gathering, dispensing, and verifying means to collect and give out facts as well as to check them to make sure they are correct. (DOT II, Page 258). Examples of workers in this group are Receptionist, Court Clerk, Credit Clerk, Fingerprint Clerk, Library Assistant, and Guide.		*				*				
	19	Facilities, Services, and Movement Allocating and Expediting Work: Allocating means assigning something for a particular use or to a particular person or place. Expediting means to make certain that a desired activity is completed with speed and efficiency so as to keep on a schedule and meet deadlines. (DOT II, Page 265). Examples of workers in this group are Expediter, Hotel Clerk, Service Clerk, Reservation Clerk, Radio Dispatcher, and Ticket Agent.		*	*						*	

	3	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
	3	3	V		Verbal Aptitude
		3-4	N		Numerical Aptitude
			S		Spatial Aptitude
			P		Form Perception
	3	3	Q		Clerical Perception
			K		Motor Coordination
			F		Finger Dexterity
			M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
	*		A	WORK SITUATIONS	Changing Duties Frequently
			B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
	*	*	E		Direct Dealings With People
	*		F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
	*	*	I		Using Judgement
		*	J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	21	Cashiering: Cashiering means to handle money as it is paid into and out of a store or other establishment. (For example: Drug Stores, Theaters, Restaurants, and Related Establishments.) (DOT II, Page 269). Examples of workers in this group are Toll Collector, Ticket Seller, Cashier, Checker, and Drugstore Cashier.		*	*							
	22	Inspecting and Stock Checking: Inspecting means to examine materials and products to determine whether they meet set requirements. Stock checking means to determine what materials and products are on hand within your organization and to keep an inventory (list) of these. (DOT II, Page 271). Examples of workers in this group are Shipping and Receiving Clerk, Stock Clerk, Tire Adjuster, and Paper Products Inspector.	*		*						*	

	3	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
			V		Verbal Aptitude
	3-4	3	N		Numerical Aptitude
	3		S		Spatial Aptitude
	2-3		P		Form Perception
	3-4	3	Q		Clerical Perception
	3-4	3-4	K		Motor Coordination
	3-4	3-4	F		Finger Dexterity
	3-4		M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
	3-4		C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
		*	B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
		*	E		Direct Dealings With People
	*		F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
	*		I		Using Judgement
	*		J		Rating by Standards
			K		Interpreting
	*	*	L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	23	Typesetting, Reproducing, and Related Machine Work: Typesetting means to set words and sentences into type so that they may be printed on a printing press. Reproducing means to make copies from an original document. (DOT II, Page 274). Examples of workers in this group are Vari-Typist, Braille-Duplicating-Machine Operator, Digital-Computer Operator, Key-Punch Operator, Addressing-Machine Operator and Linotype Operator.			*						*	
	24	Classifying, Filing, and Related Work: Classifying means to arrange things in groups according to a plan. Filing means to put things away in a certain order. (DOT II, Page 276). Examples of workers in this group are Library Cataloger, File Clerk, Inventory Clerk, Mail Carrier, Comparison Shopper, and Fingerprint Classifier.		*	*						*	

	3	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
	3	3	V		Verbal Aptitude
			N		Numerical Aptitude
		3	S		Spatial Aptitude
		3	P		Form Perception
	3	3	Q		Clerical Perception
		3	K		Motor Coordination
		3	F		Finger Dexterity
		3	M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
	*	*	B		Repetitive Sequences
	*		C		Following Orders
			D		Directing Work of Others
			E		Direct Dealings With People
	*	*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
			J		Rating by Standards
			K		Interpreting
	*	*	L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	27	Sorting, Inspecting, Measuring, and Related Work: Sorting means to separate things into groups according to type or to their likeness and differences. Inspecting means to examine carefully to determine if size, shape, or quality meets set standards. Measuring means to determine extent (how far something reaches), size, (how big it is), quantity (how many there are), or capacity (how much something will hold). (DOT II, Page 282). Examples of workers in this group are Mail Sorter, Egg Grader, Currency Sorter, Weaving Inspector, Shipping Clerk and Finished-Stock Inspector.	*		*						*	
	28	Typing and Related Recording: Typing and related recording or transmitting (sending) messages, either in words or in code, by using a typewriter, or other machine. (DOT II, Page 287). Examples of workers in this group are Typist, Transcribing-Machine Operator, Data Typist, and Music Copyist.			*							

		3-4	G	KEY APTITUDES BY LEVEL	General Learning Ability
			V		Verbal Aptitude
			N		Numerical Aptitude
		3-4	S		Spatial Aptitude
	3-4	3-4	P		Form Perception
	3	3-4	Q		Clerical Perception
	3	3-4	K		Motor Coordination
	3	3-4	F		Finger Dexterity
	3	3-4	M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
		3-4-5	C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
	*	*	B		Repetitive Sequences
	*	*	C		Following Orders
			D		Directing Work of Others
			E		Direct Dealings With People
	*	*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
		*	J		Rating by Standards
			K		Interpreting
	*	*	L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	29	Routine Checking and Recording: Routine checking and recording means to use standard, fixed methods to gather and record business information (DOT II, Page 289). Examples of workers in this group are General Clerk, Insurance Clerk, Traffic Clerk, and Meter Reader.			*							
	30	Switchboard Service: A switchboard is a piece of telephone equipment used to connect or relay telephone calls. The switchboard may be one of two types: the cord type uses a system of wires which are plugged into sockets to connect telephone lines; the cordless type uses a system of buttons which are pushed to do the same job. (DOT II, Page 291). Examples of workers in this group are Telephone Operator, Information Operator, Central-Office Operator, and Telephone-Answering Service Operator.		*	*							

	3	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
	3	3-4	V		Verbal Aptitude
			N		Numerical Aptitude
			S		Spatial Aptitude
	2-3	4	P		Form Perception
	3		Q		Clerical Perception
	3	3-4	K		Motor Coordination
	3		F		Finger Dexterity
	3		M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
	*	*	B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
	*		E		Direct Dealings With People
		*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
			J		Rating by Standards
			K		Interpreting
		*	L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	35	Costuming, Tailoring, and Dressmaking: Costuming, tailoring, and dressmaking are similar in that they all involve skilled handwork in the production of clothing such as suits or dresses, or of costumes for special purposes. (DOT II, Page 308). Examples of workers in this group include Master Tailor, Dressmaker, and Costumer.	*								*	*
	36	Cooking and Related Work: Cooking means to use heat to prepare foods to be eaten. (DOT II, Page 310). Examples of workers in this group are Pizza Baker, Cook, Pastry Cook, Special-Diet Cook, and Short-Order Cook.									*	*
	37	Craftmanship and Related Work: A Craft is an occupation or trade which requires specialized knowledge, plus skill in the use of the hands, arms, and fingers, as well as of hand tools and sometimes of machines. (DOT II, Page 312). Examples of workers in this group are Embalmer, Jeweler, Seamstress, Carpet Layer, Carpenter, Automobile Mechanic, and Baker.	*								*	*

3	3		G	KEY APTITUDES BY LEVEL	General Learning Ability
			V		Verbal Aptitude
3-4	3-4		N		Numerical Aptitude
3	3		S		Spatial Aptitude
3-4	3-4	3	P		Form Perception
	4		Q		Clerical Perception
3	4		K		Motor Coordination
3	3-4	2	F		Finger Dexterity
3	3		M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
	*		A	WORK SITUATIONS	Changing Duties Frequently
			B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
		*	E		Direct Dealings With People
*	*	*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
	*	*	I		Using Judgement
*		*	J		Rating by Standards
			K		Interpreting
*	*	*	L		Working Within Precise Limits

Worker Trait Group Matrix

37

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	38	Precision Working: Precision working means being exact and accurate in performing specific work tasks. (DOT II, Page 319). Examples of workers in this group are Meat Butcher, Machine Assembler, Lens Grinder, Mold Maker, and Structural Steel Worker	*								*	*
	39	Manipulating: Manipulating means handling, moving, or controlling an object skillfully by using the hands. (DOT II, Page 322). Examples of workers in this group are Lumberjack (Faller), Fire Fighter, Janitor, Dispensing Optician, Duplicating Machine Operator, Parking Meter Collector, Furniture Cleaner, Weaver, and Bookbinder.	*		*						*	*
	46	Miscellaneous Instructive Work: Miscellaneous instructive work means to teach a wide variety of recreational skills or similar activities. (DOT II, Page 345). Examples of workers in this group are Auto Driving Instructor, Camp Counselor, Baton Twirling Instructor, Bridge Instructor, Recreation Leader, and Fishing Instructor		*		*		*				

3	3-4	3-4	G	KEY APTITUDES BY LEVEL	General Learning Ability
3			V		Verbal Aptitude
			N		Numerical Aptitude
	3-4	3	S		Spatial Aptitude
	3-4	3-4	P		Form Perception
			Q		Clerical Perception
	3-4	3	K		Motor Coordination
	3-4	3	F		Finger Dexterity
	3-4	3	M		Manual Dexterity
3	4-5	3-4	E		Eye-Hand-Foot Coordination
			C		Color Discrimination
*		*	A	WORK SITUATIONS	Changing Duties Frequently
	*		B		Repetitive Sequences
			C		Following Orders
*			D		Directing Work of Others
*			E		Direct Dealings With People
	*	*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
		*	I		Using Judgement
		*	J		Rating by Standards
			K		Interpreting
	*	*	L		Working Within Precise Limits

Worker Trait Group Matrix

39

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	49	Animal Training: Animal training means teaching animals to perform, obey, and work at given commands. (DOT II, Page 351). Examples of workers in this group are Marine-Mammal Trainer, Horse Trainer, Dog Trainer, Wild-Animal Trainer.			*	*		*				
	50	Signaling and Related Work: Signaling means to use signals to give directions or warnings. (DOT II, Page 354). Examples of workers in this group are School-Crossing Guard, Construction Flagman, Signalman, Crossing Watchman, Hatch Tender, Yard Fireman, and Whistle Punk.	*		*							
	51	Feeding-Offbearing: Feeding means to put objects into a machine for processing. Offbearing means to take objects from a machine. (DOT II, Page 356). Examples of workers in this group are Oven Loader, Cloth Feeder, Conveyor Loader, Dry-Cleaner Helper, Scrap Sorter, and Pressman Helper.	*		*							

	4	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
		3-4	V		Verbal Aptitude
			N		Numerical Aptitude
			S		Spatial Aptitude
			P		Form Perception
			Q		Clerical Perception
4			K		Motor Coordination
3-4			F		Finger Dexterity
3-4			M		Manual Dexterity
	4		E		Eye-Hand-Foot Coordination
			C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
*	*		B		Repetitive Sequences
*	*		C		Following Orders
		*	D		Directing Work of Others
		*	E		Direct Dealings With People
*	*	*	F		Working Alone
			G		Influencing Others
		*	H		Work Pressure & Risks
		*	I		Using Judgement
		*	J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	52	Handling: Handling means to move objects around, usually by hand, in a routine manner. (DOT II, Page 360). Examples of workers in this group are Farm Hand, Automotive Assembler, Construction Worker, Longshoreman, and Furniture Mover.	*		*							
	62	Creative Entertainment Work, N.E.C.: Creative entertainment means to use your skills and imagination to create and present original material or an act for the amusement of others. N.E.C. (Not Elsewhere Classified) means that these jobs are not included in other groups. (DOT II, Page 390). Examples of workers in this group are Story Teller, Comedian, Magician, and Song and Dance Man.					*	*		*		
	63	Dramatics: Dramatics means to act or play the part or role of a character in a play or movie or in television or radio programs or advertising. (DOT II,Page 392). Examples of workers in this group are Actor, Actress, and Dramatic Reader.					*	*		*		

		3		G	KEY APTITUDES BY LEVEL	General Learning Ability
				V		Verbal Aptitude
				N		Numerical Aptitude
				S		Spatial Aptitude
			3-4	P		Form Perception
				Q		Clerical Perception
		3-4	3-4	K		Motor Coordination
		3-4	3-4	F		Finger Dexterity
		3-4	2-3-4	M		Manual Dexterity
				E		Eye-Hand-Foot Coordination
		5		C		Color Discrimination
	*			A	WORK SITUATIONS	Changing Duties Frequently
			*	B		Repetitive Sequences
			*	C		Following Orders
				D		Directing Work of Others
	*	*		E		Direct Dealings With People
			*	F		Working Alone
				G		Influencing Others
				H		Work Pressure & Risks
	*			I		Using Judgement
				J		Rating by Standards
	*	*		K		Interpreting
				L		Working Within Precise Limits

42

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	64	Musical Work, Instrumental: Instrumental musical work means to play a musical instrument or to direct an instrumental music group for the entertainment of others. (DOT II, Page 394). Examples of workers in this group are Music Director, Musical Entertainer, Instrumental Musician, and Orchestra Leader.					*	*		*		
	65	Musical Work, Vocal: Vocal musical work means to sing or to direct vocal groups for the entertainment of others. (DOT II, Page 396). Examples of workers in this group are Choirmaster, Choral Director, Concert Singer, and Popular Singer.					*	*		*		
	66	Rhythmics: Rhythmics, as it is used here, is the science of rhythm, involving movement to music or to a regularly occuring sound or beat. (DOT II, Page 398). Examples of workers in this group are Acrobatic, Ballet, Ballroom, Chorus, Tap, and Interpretative Dancers.					*	*		*		

			3	G	KEY APTITUDES BY LEVEL	General Learning Ability
	3		3	V		Verbal Aptitude
				N		Numerical Aptitude
				S		Spatial Aptitude
		3	3	P		Form Perception
				Q		Clerical Perception
				K		Motor Coordination
				F		Finger Dexterity
				M		Manual Dexterity
				E		Eye-Hand-Foot Coordination
				C		Color Discrimination
				A	WORK SITUATIONS	Changing Duties Frequently
				B		Repetitive Sequences
				C		Following Orders
				D		Directing Work of Others
		*		E		Direct Dealings With People
				F		Working Alone
				G		Influencing Others
				H		Work Pressure & Risks
	*		*	I		Using Judgement
				J		Rating by Standards
	*	*	*	K		Interpreting
	*			L		Working Within Precise Limits

44

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	68	Amusement and Entertainment Work, Physical: Physical amusement and entertainment work means to use physical skill or strength to provide amusement or entertainment for others. (DOT II, Page 402). Examples of workers in this field are Automobile Racer, Athlete, Acrobat, Jockey and Stunt Man.					*		*			
	69	Miscellaneous Amusement and Recreation Work: Miscellaneous amusement and recreation work means a collection of different types of work all relating to amusement or recreation. (DOT II, Page 404). Examples of workers in this group are Ring Master, Horse-Race Starter, Bookmaker, Floorman, and Gambling Dealer.					*		*			
	70	Specialty Entertainment Work: Specialty entertainment means the use of some special gimmick or attention-getting action to attract and hold the attention of an audience,usually for a short period of time. (DOT II, Page 406). Examples of workers in this group are Show Girl, Promotion Character, Fire Eater, Fortune Teller, and Snake Charmer					*		*			

3-4	3		G	KEY APTITUDES BY LEVEL	General Learning Ability
3	3		V		Verbal Aptitude
	3-4		N		Numerical Aptitude
3-4			S		Spatial Aptitude
3-4			P		Form Perception
	3-4		Q		Clerical Perception
		3	K		Motor Coordination
		3	F		Finger Dexterity
		3	M		Manual Dexterity
	*	3	E		Eye-Hand-Foot Coordination
			C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
*			B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
*			E		Direct Dealings With People
			F		Working Alone
			G		Influencing Others
		*	H		Work Pressure & Risks
	*	*	I		Using Judgement
			J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

46

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	71	Modeling and Related Work: Modeling means to pose (serve as a pattern) for an artist, sculptor, or photographer or to display articles of clothing by wearing them. (DOT II, Page 408). Examples of workers in this group are Model, Photographer's Model, Artist's Model, Stand-In and Double.			*			*				
	72	Cropping, Animal Farming, Gardening, and Related Work: Cropping, animal farming, and gardening means raising crops and animals to be used as food or for other purposes. (DOT II, Page 411). Examples of workers in this group are Beekeeper, Goat Keeper, Poultryman, General Farmer, Dairy Farmer, Worm Grower, and Landscape Gardener.	*						*		*	*
	79	Protecting, and Related Work: Protecting, as it is used here, means to guard or take care of something, or prevent destructive action. (DOT II, Page 427). Examples of workers in this group are Bodyguard, Gateman, Guard, Watchman, Deputy Sheriff, Lifeguard, Ski Patrolman, Dog Catcher, and Park Caretaker.		*				*				

3	3	3-4	G	KEY APTITUDES BY LEVEL	General Learning Ability
3			V		Verbal Aptitude
			N		Numerical Aptitude
			S		Spatial Aptitude
			P		Form Perception
			Q		Clerical Perception
4	3-4		K		Motor Coordination
	3-4		F		Finger Dexterity
4	3		M		Manual Dexterity
		3-4	E		Eye-Hand-Foot Coordination
			C		Color Discrimination
	*		A	WORK SITUATIONS	Changing Duties Frequently
		*	B		Repetitive Sequences
		*	C		Following Orders
	*		D		Directing Work of Others
*			E		Direct Dealings With People
*	*		F		Working Alone
			G		Influencing Others
*			H		Work Pressure & Risks
	*		I		Using Judgement
	*		J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	80	Set Up and/or All-Round Machine Operating: Setting up a machine means to prepare it to do its job. All-round machine operating means to operate a variety of machines. (DOT II, Page 430). Examples of workers in this group are Cabinetmaker, Machinist, Tool-and-Die Maker, Gas-Plant Operator, Chemical-Process Operator, Set-Up Man, and Die Setter.									*	*
	82	Operating-Controlling: Operating--controlling means to set up, start, adjust, watch, and stop machines and equipment used to process materials or make products (DOT II, Page 435). Examples of workers in this group are Duplicating-Machine Operator, Tabulating-Machine Operator, Dry Cleaner, Offset Pressman, Sewing-Machine Operator, Drill-Press Operator, Conveyor-Line Operator, Stationary Engineer, and Sewage-Plant Operator.									*	

	3-4	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
			V		Verbal Aptitude
		3-4	N		Numerical Aptitude
	3-4		S		Spatial Aptitude
	3-4	3	P		Form Perception
		3-4	Q		Clerical Perception
	3-4	3-4	K		Motor Coordination
	3-4	3	F		Finger Dexterity
	3-4	3-4	M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
		*	A	WORK SITUATIONS	Changing Duties Frequently
			B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
			E		Direct Dealings With People
	*	*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
	*	*	J		Rating by Standards
			K		Interpreting
	*	*	L		Working Within Precise Limits

Worker Trait Group Matrix

51

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	83	Driving - Operating: Driving - Operating means to control the movement or functions of machines or equipment which must be steered or guided to make, process, or transport materials or products. (DOT II, Page 444). Examples of workers in this group are Tractor-Trailer Driver, Bulldozer Operator, Dump-Truck Driver, Concrete-Mixing Truck Driver, Asphalt-Paving Machine Operator, Farm-Equipment Operator, and General Farm Hand.	*		*						*	
	84	Tending: Tending means to control the operation of a machine by pushing buttons, turning valves, flipping switches, or performing other standard tasks to make it start, operate, and stop as intended. (DOT II, Page 447). Examples of workers in this group are Presser, Laundryman, Land Thresher, Mixing-Machine Operator, and Sewage-Plant Attendant.		*			*				*	

		3-4	G	KEY APTITUDES BY LEVEL	General Learning Ability
			V		Verbal Aptitude
			N		Numerical Aptitude
		3-4	S		Spatial Aptitude
	3-4	3-4	P		Form Perception
			Q		Clerical Perception
	3-4	3-4	K		Motor Coordination
	3-4	3-4	F		Finger Dexterity
	3-4	3-4	M		Manual Dexterity
		3-4	E		Eye-Hand-Foot Coordination
			C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
	*	*	B		Repetitive Sequences
	*	*	C		Following Orders
			D		Directing Work of Others
			E		Direct Dealings With People
	*	*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
			J		Rating by Standards
			K		Interpreting
	*	*	L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	85	Supervisory Work (Service and Related Activities): Supervisory work, as used here, means to plan and direct the activities of service workers who perform personal duties or tasks, usually for individuals or small groups. (DOT II, Page 461). Examples of workers in this group include Butler, Steward, Bell Captain, Maintenance Foreman, Caddie Master, and Housekeeper (such as in a hotel or private home).		*			*				*	
	93	Child and Adult Care: Child and adult care is similar to nursing in that it means taking care of people who are partially or totally unable to care for themselves. However, unlike nursing, it does not require highly technical training. (DOT II, Page 479). Examples of workers in this group are First Aid Attendant, Ambulance Attendant, Nurse Aid, Orderly, Child Care Attendant.		*		*					*	

	3-4	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
		3	V		Verbal Aptitude
			N		Numerical Aptitude
			S		Spatial Aptitude
			P		Form Perception
	3-4	3-4	Q		Clerical Perception
	3-4		K		Motor Coordination
	3-4		F		Finger Dexterity
	3-4		M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
		*	A	WORK SITUATIONS	Changing Duties Frequently
			B		Repetitive Sequences
			C		Following Orders
	*	*	D		Directing Work of Others
		*	E		Direct Dealings With People
			F		Working Alone
	*		G		Influencing Others
	*		H		Work Pressure & Risks
			I		Using Judgement
			J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

Worker Trait Group Matrix

55

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	98	Delivery and Service Work, N.E.C.: Delivery and service work, as used here, means delivering products and/or collecting money on a regular service basis. N.E.C. (Not Elsewhere Classified) means that these jobs are not included in any other worker group (DOT II, Page 491). Examples of workers in this group are Newsdealer Delivery Man and Coin-Vending-Machine Collector.	*									*
	99	Selling and Related Work: Selling and related work, as used here, means attracting the attention of people in order to get them to buy tickets to a ride or other form of amusement, or to purchase something such as a newspaper or cold drink. (DOT II, Page 493). Examples of workers in this group are Street Photographer, Newsboy, Peddler, Vendor, Cigarette Girl, and Concession Attendant.	*	*								

	3	3	G	KEY APTITUDES BY LEVEL	General Learning Ability
	3		V		Verbal Aptitude
	3	3	N		Numerical Aptitude
			S		Spatial Aptitude
			P		Form Perception
		3	Q		Clerical Perception
	3-4		K		Motor Coordination
	3-4	4	F		Finger Dexterity
	3-4		M		Manual Dexterity
		3	E		Eye-Hand-Foot Coordination
			C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
		*	B		Repetitive Sequences
		*	C		Following Orders
			D		Directing Work of Others
	*		E		Direct Dealings With People
			F		Working Alone
	*		G		Influencing Others
			H		Work Pressure & Risks
	*		I		Using Judgement
			J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	100	Musical Work, Creative: Creative musical work means to compose (write) original music and/or arrange music (change it from one form to another). (DOT II, Page 496). Examples of workers in this group are Arranger, Composer, and Orchestrator.						*		*		
	101	Beautician and Barbering Services: Beautician services are those services mainly concerned with improving the personal appearance of women. Barbering services are those services mainly concerned with improving the personal appearance of men. (DOT II, Page 499). Examples of workers in this group are Barber, Cosmetologist, (Beautician), Make-Up Man, and Electrologist.		*						*	*	
	102	Customer Service Work, N.E.C.: Customer Service work means to help customers by providing such services as information, sales, layaway, rental, and delivery. N.E.C. (Not Elsewhere Classified) means that these jobs are not included in any other worker group. (DOT II, Page 501). Examples of jobs in this group are Lay-Away Clerk, Tool-Rental Clerk, Sales Clerk, Car-Rental Clerk, and Delivery Boy.		*	*							

3-4	3		G	KEY APTITUDES BY LEVEL	General Learning Ability
3-4			V		Verbal Aptitude
3			N		Numerical Aptitude
			S		Spatial Aptitude
	3		P		Form Perception
3-4			Q		Clerical Perception
	3		K		Motor Coordination
	3		F		Finger Dexterity
			M		Manual Dexterity
		3-4-5	E		Eye-Hand-Foot Coordination
	3		C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
*			B		Repetitive Sequences
*			C		Following Orders
			D		Directing Work of Others
*	*		E		Direct Dealings With People
		*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
	*	*	I		Using Judgement
			J		Rating by Standards
	*	*	K		Interpreting
*			L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	103	Miscellaneous Customer Service Work: Miscellaneous customer service work means using hand tools or operating equipment to provide services or products to customers. (DOT II, Page 503). Examples of workers in this group are Automobile-Service-Station Attendant, Launderette Attendant, Private Chauffeur, Boat-Dock Operator, and Ride Operator.		*	*							
	104	Accomodating Work: Accomodating work means to provide a service to customers that would help make them comfortable during leisure activities. (DOT II, Page 505). Examples of workers in this group are Restaurant or Coffee Shop Hostess, Chaperone, Escort, and Hunting and Fishing Guide.		*				*				

	3		G	KEY APTITUDES BY LEVEL	General Learning Ability
	3		V		Verbal Aptitude
			N		Numerical Aptitude
			S		Spatial Aptitude
			P		Form Perception
			Q		Clerical Perception
		3-4	K		Motor Coordination
		3-4	F		Finger Dexterity
		3-4	M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
	*		A	WORK SITUATIONS	Changing Duties Frequently
		*	B		Repetitive Sequences
			C		Following Orders
			D		Directing Work of Others
	*	*	E		Direct Dealings With People
			F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
			J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

Worker Trait Group Matrix

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	105	Miscellaneous Personal Service Work: Miscellaneous personal service work means to provide people with various services related to their personal comfort, convenience, or appearance. (DOT II, Page 507). Examples of workers in this group are General Maid, Bus Boy, Car Hop, Bartender, Bellman, Manicurist, Valet, Baggage Porter, and Airplane Stewardess.		*	*							
	106	Ushering, Messenger Service and Related Work: Ushering means to help people find seats in public places. Messenger service means to take and deliver messages for people (DOT II, Page 509). Examples of workers in this group are Office Boy, Usher, Doorman, Newspaper Carrier, Ride Attendant, and Ticket Taker.		*	*							

	3-4		G	KEY APTITUDES BY LEVEL	General Learning Ability
			V		Verbal Aptitude
		4-5	N		Numerical Aptitude
			S		Spatial Aptitude
			P		Form Perception
			Q		Clerical Perception
		3-4	K		Motor Coordination
		3-4	F		Finger Dexterity
		3-4	M		Manual Dexterity
			E		Eye-Hand-Foot Coordination
			C		Color Discrimination
			A	WORK SITUATIONS	Changing Duties Frequently
			B		Repetitive Sequences
	*	*	C		Following Orders
			D		Directing Work of Others
	*	*	E		Direct Dealings With People
			F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
			J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

WORKER TRAIT GROUP MATRIX

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			WORK ACTIVITIES									
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
	107	Animal Care: Animal care means to provide services that benefit the health and well-being of animals. (DOT II, Page 511). Examples of workers in this group are Horse Exerciser, Animal Caretaker, Dog Groomer, Veterinary-Hospital Attendant, and Pet Shop Attendant.			*	*		*		*		
	110	Transportation Service Work: Transportation service work means to drive a vehicle which carries paying passengers. (DOT II, Page 519). Examples of workers in this group are Taxi Driver and Bus Driver.	*	*	*						*	

	3		G	KEY APTITUDES BY LEVEL	General Learning Ability
			V		Verbal Aptitude
			N		Numerical Aptitude
	3		S		Spatial Aptitude
			P		Form Perception
	3-4		Q		Clerical Perception
			K		Motor Coordination
		3-4	F		Finger Dexterity
		3	M		Manual Dexterity
	3	3-4-5	E		Eye-Hand-Foot Coordination
			C		Color Discrimination
		*	A	WORK SITUATIONS	Changing Duties Frequently
	*		B		Repetitive Sequences
		*	C		Following Orders
			D		Directing Work of Others
	*		E		Direct Dealings With People
		*	F		Working Alone
			G		Influencing Others
			H		Work Pressure & Risks
			I		Using Judgement
		*	J		Rating by Standards
			K		Interpreting
			L		Working Within Precise Limits

EXPERIENCE SITE SELECTION FORM

Student: _____ Learning Coordinator: _____

Assessments Used In Selection: (check one or more)

_____ School Subjects vs Occupations
_____ Work Activities Checklist
_____ Work Situations Checklist
_____ Aptitudes
_____ Other (e.g., "personal preference"). Please specify:

_____

_____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

_____
(Signature of Learning Coordinator)

_____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

_____
(Signature of Student)

_____
(Date)

EXPERIENCE SITE SELECTION FORM

Student: _____ Learning Coordinator: _____

Assessments Used in Selection: (check one or more)

_____ School Subjects vs Occupations
_____ Work Activities Checklist
_____ Work Situations Checklist
_____ Aptitudes
_____ Other (e.g., "personal preference"). Please specify:

_____

_____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group # _____.
WTG Title: _____
_____
_____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____
_____
_____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____
_____
_____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

_____
(Signature of Learning Coordinator)

_____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

_____
(Signature of Student)

_____
(Date)

EXPERIENCE SITE SELECTION FORM

Student: _____ Learning Coordinator: _____

Assessments Used In Selection: (check one or more)

_____ School Subjects vs Occupations
_____ Work Activities Checklist
_____ Work Situations Checklist
_____ Aptitudes
_____ Other (e.g., "personal preference"). Please specify:

_____

_____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

_____
(Signature of Learning Coordinator)

_____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

_____
(Signature of Student)

_____
(Date)

EXPERIENCE SITE SELECTION FORM

Student: _____ Learning Coordinator: _____

Assessments Used In Selection: (check one or more)

____ School Subjects vs Occupations
____ Work Activities Checklist
____ Work Situations Checklist
____ Aptitudes
____ Other (e.g., "personal preference"). Please specify:

_____

_____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

_____
(Signature of Learning Coordinator)

_____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

_____
(Signature of Student)

_____
(Date)

SECTION IV

EBCE CURRICULUM AND STUDENT PROGRAM OUTLINE

EBCE STUDENT PROGRAM OUTLINE

Name: _____ Phone: _____ School: _____

EDUCATIONAL HISTORY AND NEEDS

Brigance Scores: 1. Math Grade Level Test _____ 2. Spelling Dictation Grade Placement _____ 3. Word Recognition Grade Level _____

SPIB Scores: Purchasing _____ Budgeting _____ Banking _____ JR Beh _____ JS Skills _____

Home Mgmt _____ Health _____ H & G _____ Signs _____

Number of Credit Hours Needed: _____ Current Grade Level: _____

Specific Subject Requirements for Graduation: 1. _____ 2. _____

3. _____ 4. _____ 5. _____ 6. _____

EBCE PROGRAM

EBCE Course Areas	Estimated Credit/ Points	Listing of Specific Interest Areas (Objectives)			
		Initial Listing	First Update	Second Update	Third Update
1.					
2.					
3.					

MUTUAL STATEMENT

The EBCE staff will help you.

_____
(Signature of Learning Coordinator) (Date)

I will do my best.

_____
(Signature of Student) (Date)

EBCE STUDENT PROGRAM OUTLINE

Name: _____ Phone: _____ School: _____

EDUCATIONAL HISTORY AND NEEDS

Brigance Scores: 1. Math Grade Level Test _____ 2. Spelling Dictation Grade Placement _____ 3. Word Recognition Grade Level _____

SPIB Scores: Purchasing _____ Budgeting _____ Banking _____ JR Beh _____ JS Skills _____

Home Mgmt _____ Health _____ H & G _____ Signs _____

Number of Credit Hours Needed: _____ Current Grade Level: _____

Specific Subject Requirements for Graduation: 1. _____ 2. _____

3. _____ 4. _____ 5. _____ 6. _____

EBCE PROGRAM

EBCE Course Areas	Estimated Credit/ Points	Listing of Specific Interest Areas (Objectives)			
		Initial Listing	First Update	Second Update	Third Update
1.					
2.					
3.					

MUTUAL STATEMENT

The EBCE staff will help you. I will do my best.

(Signature of Learning Coordinator) (Date) (Signature of Student) (Date)

SECTION V

CHOOSING EBCE COURSES

EBCE COURSE DESCRIPTIONS

AMERICAN ETHNIC GROUPS: How groups of people come together to make the United States and how these different people live in our society. "Ethnic Groups" can be defined by race, national origin, religion, and culture. Students can study any of these areas and also the values, the way of life, the economic conditions, and the role in American society of any ethnic group. In this course students could work with members of minority groups, state and local government agencies, the local Human Rights Commission, and other sites. This course relates to -

2 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

19 Social Science Subconcepts under Government, Economic System, Social Structure, Geography, Personal Development

3 Natural Science Subconcepts under Living Things

AMERICAN INSTITUTIONS: The important organizations that make up American society. Students can study governmental, political, business, labor, religious, or personal institutions. Students can learn why institutions exist, their authority, their roles, who makes what decisions, or how they influence people. Students can study this course at most experience sites. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

13 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

6 Math Subconcepts under Application

25 Social Science Subconcepts under Government, Economic System, Social Structure, Geography, and Personal Development

2 Natural Science Subconcepts under Nonliving Things

BASIC ECONOMICS: The production and distribution of goods and services. Students can study areas like running a business, how decisions are made, who makes decisions, and how economics affect people. Student can study Basic Economics at most experience sites. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

9 Math Subconcepts under Computation, Measurement and Analysis and Application

21 Social Science Subconcepts under Government, Economic System, Social Structure, and Geography

1 Natural Science Subconcept under Nonliving Things

BUSINESS ENGLISH: The communication skills needed to work in business settings. This course can be studied at any experience site where there are clerical/support people. Business English relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

3 Math Subconcepts under Applications

1 Social Science Subconcept under Personal Development

CAREER PLANNING: EBCE's only required course. It helps student learn about and understand careers. It helps students learn the skills they need to make decisions about careers. Career Planning and Decision Making will be studied at each site. All students will be using Career Guides at each site to help them in the area they choose. This course relates to -

All Career Education Subconcepts

16 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

3 Math Subconcepts under Measurement and Analysis and Application.

5 Personal-Social Sub-concepts under Self-awareness, Achieving Independence, Making Good Decisions

CONSUMER EDUCATION: The wise use of national and personal resources. Students can study Consumer Education in many ways: money management, borrowing, buying, American institutions, consumer math, values, American Culture, and advertising are some ways. Students can study this course at any site. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

15 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening.

14 Math Subconcepts under Computation, Measurement and Analysis, and Applications

19 Social Science Subconcepts under Government, Economic System, Social Structure, and Personal Development

3 Natural Science Subconcepts under Nonliving Things and Living Things

FAMILY RELATIONS: How the family affects American culture and every person in it. This course is a study of the way people get along with one another within a family, how they develop values, handle stress, handle conflict, etc. Students can study about how families live at many sites. This course relates to -

2 Career Education Subconcepts under Career Awareness and Career Planning

15 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

4 Math Subconcepts under Computation and Application

13 Personal-Social Subconcepts under Self-Awareness, Acquiring Self-Confidence, Achieving Socially Responsible Behavior, Maintaining Good Interpersonal Relationships

FUNDAMENTAL MATHEMATICS: Basic math skills students will need no matter what career they choose. Students can study computation (adding, subtracting, multiplying, dividing), percentages, conversions, measurements, and other math skills they will need to know. They can practice these fundamental math skills at any site. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

17 Math Subconcepts under Computation, Measurement and Analysis, and Applications

4 Social Science Subconcepts under Economic System and Geography

9 Natural Science Subconcepts under Nonliving Things and Living Things

GEOGRAPHY AND ECOLOGY: The study of man and the environment. Students can study physical geography or geology; that is, places, a terrain or piece of ground, agriculture, mineral resources, or rock formations. Students can study human geography or how and why people live where they do. Students can study ecology in their community or the conflict between ecology and the way people live. This course can be studied at several government agencies and at many businesses. This course relates to -

2 Career Education Subconcepts under Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

7 Math Subconcepts under Computation, Measurement and Analysis, and Applications

20 Social Science Subconcepts under Economic System and Geography

10 Natural Science Subconcepts under Non-Living Things and Living Things

HEALTH: The soundness of a person's body and mind. Students can study Health as a science by studying care of the sick, first aid, or personal care. Students can study Health as an institution by studying how a hospital or dentist's office is run. Students can study some of the equipment that is used in medical care and in many other ways. Health can be studied at hospitals, doctors' offices, mental health agencies, and government agencies. Health relates to -

2 Career Education Subconcept under Career Awareness

15 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

5 Math Subconcepts under Computation, Measurement and Analysis and Application

5 Personal-Social Subconcepts under Self-Awareness, Maintaining Good Interpersonal Relationships, Making Good Decisions, Communicate Adequately with Others

HOME MANAGEMENT: The skills needed to make decisions and handle problems within the home. Home Management can be studied as personal finance, banking, balancing checkbooks, budgeting, buying appliances, comparing different kinds of housing, utilities, and different groups and people that affect the home and family. This course can be studied at any site. This course relates to -

2 Career Education under Career Awareness and Career Planning

15 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

16 Math Subconcepts under Computation, Measurement and Analysis, and Applications

4 Natural Science Subconcepts under Nonliving Things, Living Things, and Machines

HUMAN BEHAVIOR: Why people are the way they are. Human Behavior can mean studying people by themselves, people as they are with other people, or people in groups. Human Behavior can be studied on any site. For example, you could study why you like one boss better than another. This course relates to -

All Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

1 Math Subconcepts under Application

25 Personal-Social Subconcepts under Self-Awareness, Acquiring Self-Confidence, Achieving Socially Responsible Behavior, Maintaining Good Interpersonal Relationships, Achieving Independence, Making Good Decisions, Communicating Adequately with Others

POLITICAL SCIENCE: The different ways political decisions are made, political organizations, influence groups, the roles of citizens, politics and values, and politics and people. This course can be studied at almost any site. Influence groups, politics and people, and the roles of citizens can be studied at any site. Political institutions and the way political decisions are made can be studied at county courts, city halls, local labor councils, and Chambers of Commerce. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

13 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

24 Social Science Subconcepts under Economic System and Geography

2 Natural Science Subconcepts under Nonliving Things and Living Things

SOCIOLOGY: The organizations, institutions and groups which people have made and used since history began. Sociology can be studied at any site. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

6 Personal-Social Subconcepts under Achieving Socially Responsible Behavior, Maintaining Good Interpersonal Relationships, Achieving Independence, Making Good Decisions.

STANDARD ENGLISH: All forms of communication. Students can study grammar reading comprehension, public speaking, and library research skills. Standard English relates to every Subconcept in all six curricular areas. No matter what Subconcepts and Interests a student choses, he or she will need to use some form of communication. All sites will give the student the chance to improve her or his communication skills.

4 Personal Social Subconcepts under Communicating Adequately with Others

TRANSPORTATION MANAGEMENT: The movement of goods and people. Students can study the operation and maintenance of vehicles, driver's education, the control of traffic, transportation and our way of life, and politics and transportation. This course can be studied in two ways. It can be studied at many sites. The student can also plan, carry out, and report on his or her travel to and from experience sites. This course relates to -

2 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

7 Math Subconcepts under Computation, Measurement and Analysis, and Applications

14 Social Science Subconcepts under Government, Economic System, Social Structure, and Geography

7 Natural Science Subconcepts under Nonliving Things, Living Things, and Machines

SECTION VI

BUILDING EBCE COURSES

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups
CE 1.0.0: CAREER AWARENESS																
CE 1.1.0: Personal Aspects of Work: The personality patterns of an individual in relation to job-role requirements that a given work situation requires.		#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
CE 1.1.1: Why do people work?			-	-	-					-	-	-	-	-	-	-
CE 1.1.2: What are five needs or desires one has in regard to employment?			-		-	-	.	.		-	-	-		-		
CE 1.1.3: How does one assess and analyze the intrinsic and extrinsic rewards of work?			-	.	-	-	-		-	-		-		-	-	
CE 1.1.4: How can one assess their interest in a specific occupation?			-		-	-	-		-	-		-				
CE 1.1.5: How does one become familiar with a chosen occupation by reading about it?		-										-	-			
CE 1.1.6: How does the school help to prepare one for future employment or a vocation?		-	-		-							-			-	
CE 1.1.7: What are the most important personal characteristics for being successful on the job?		-	-		-		-					-				
CE 1.1.8: How does one become a good worker?		-			-		-					-				
CE 1.1.9: How is the relationship between temperament and a specific work situation assessed?					-							-				
CE 1.1.10: How is aptitude in relation to a specific work situation assessed?		-			-							-	-			
CE 1.1.11: How does one communicate with co-workers?		-			-							-	-			
CE 1.1.12: How does one communicate with their superior?		-			-							-				
CE 1.1.13: What are the long-range personal career goals to be achieved?					-					-		-				
CE 1.1.14: What are the social demands made of working people?		-	-	-	-	-				-	-	-		-	-	-

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
CE 1.1.15: How does one work at a competitive pace for a full day?					-	-						-				
CE 1.1.16: How can one show self direction in their work?					-							-				
CE 1.1.17: How does one initiate new tasks?					-							-				
CE 1.1.18: How does one perform simultaneous and sequential tasks?					-							-				
CE 1.1.19: What would lifestyle and leisure time be like in this job situation?					-	-	-				-	-			-	
CE 1.1.20: What are appropriate hygiene and grooming habits for work?					-					-		-				
CE 1.1.21: How is good job performance related to good living habits?	-		-		-	-	-					-				
C.E. 1.2.0: The Work Place: Those behaviors, attitudes, physical environment and other factors that make up a work site.		#	#	#	#	#	#	#	#	#	#	#	#	#	#	
C.E. 1.2.1: What is the relationship between reading skills and employment?				-	-										-	
C.E. 1.2.2: How does one prepare for their first day of work?					-							-			-	
CE 1.2.3: What are the tools, equipment, and their use for a chosen occupation?					-										-	
CE 1.2.4: What does an employer expect concerning a worker's attitude and behavior?					-							-				
CE 1.2.5: What do co-workers expect of another's attitude and behavior?					-							-				
CE 1.2.6: Why is it important to know fellow workers?					-							-				

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
CE 1.2.7: How does the work site and situation affect the behavior and attitudes expected of an employee?			-		-	-						-	-	-		
CE 1.2.8: What are the pressures, strains or anxieties of a job?			-		-		-				-	-		-		
CE 1.2.9: What are differences in working conditions?					-					-		-				
CE 1.2.10: What do employment terms such as work schedules, salary policies, qualifications, requirements, skills, fringe benefits and overtime mean?					-			-							-	
CE 1.2.11: What are the safety precautions, rules regulations and physical conditions of a given job situation?					-				-	-						
CE 1.2.12: What are the correct procedures when notifying an employer when ill?					-					-		-			-	
CE 1.2.13: What are reasons for workers to consider changing jobs?			-		-	-	-		-		-	-		-		-
CE 1.2.14: What are some techniques that can be used to respond to a job termination?					-							-			-	
CE 1.2.15: What regulations does the "State" apply to workers?		-	-		-								-	-		
CE 1.2.16: What state taxes apply to workers?		-	-		-			-					-			
CE 1.2.17: What are states' regulations concerning worker benefits, workman's compensation and unemployment?		-	-		-					-				-		
CE 1.2.18: What regulations does the federal government apply to workers?		-	-		-	-							-			
CE 1.2.19: How does Federal tax affect workers?		-	-		-	-	-	-						-		

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
CE 1.2.20: How does Social Security affect workers?		-	-		-	-	-	-		-	-		-	-		
CE 1.2.21: What is collective bargaining?		-			-											
CE 1.2.22: What is the function of labor unions?		-			-									-		
CE 1.2.23: How does one gain membership in a professional or union group?		-			-									-		
CE 1.2.24: What are advantages and disadvantages of membership in professional and union groups?		-			-									-		
CE 1.2.25: How does one get information on current wages and hour regulations?					-											
CE 1.2.26: What are examples of fringe benefits?			-		-	-				-						
CE 1.2.27: What are unemployment benefits?			-		-	-										
CE 1.2.28: What are the services of the state employment agency?		-			-											
CE 1.2.29: Why is it important to be punctual and dependable?					-							-				
CE 1.2.30: How does one demonstrate company loyalty?					-							-				
CE 1.2.31: How are businesses organized to meet their purpose?		-	-		-									-		
CE 2.0.0: CAREER PLANNING AND DECISION MAKING																
CE 2.1.0: Locating Work: Ways of Finding A Job				#	#							#			#	#
CE 2.1.1: How are work interest areas separated into job clusters?					-											
CE 2.1.2: How could Career Information Systems of Iowa (CISI) help one select a career cluster to explore?					-											
CE 2.1.3: What is the meaning of skilled, semiskilled and unskilled labor?					-											

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
	-										-					CE 2.1.4: How are job openings advertised?
	-										-					CE 2.1.5: How does one use the classified ads when looking for employment?
	-										-					CE 2.1.6: Where is information on job requirements listed?
											-	-				CE 2.1.7: What is the significance of references when seeking employment?
											-	-				CE 2.1.8: How is a letter of reference obtained?
	-										-	-				CE 2.1.9: How is a personal data sheet prepared?
	-										-	-				CE 2.1.10: How is an application form completed?
	-										-	-				CE 2.1.11: How is a letter of application written?
				-							-					CE 2.1.12: What is appropriate behavior before, during and after an interview?
-				-							-					CE 2.1.13: What are major considerations in getting to your job?
	-										-	-				CE 2.1.14: How does one complete the necessary forms, e.g., social security, withholding and union membership?
	#	#	#	#			#	#		#	#		#	#	#	CE 2.2.0: Job Mobility and Security: Horizontal and vertical movement from one job to another and the related consideration and security involved.
				-							-				-	CE 2.2.1: What are the meanings of the terms, e.g., equal rights, job status, roles and discrimination?
				-							-					CE 2.2.2: What can be done to prevent job termination?
				-							-					CE 2.2.3: How does one move from one job to a similar job at the same site or to another site?

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
CE 2.2.4: What is job advancement as it relates to a new job at the site or at another site?					-							-				
CE 2.2.5: What types of behavior are associated with job security?					-							-				
CE 2.2.6: What is the role of education and training in career development?					-											
CE 2.2.7: What training or education is needed for planning a career in a given interest area?					-											
CE 2.2.8: Where can appropriate training or education for a given job be obtained?					-	-										
CE 2.2.9: What is the approximate cost of training or education for a chosen occupation?			-		-	-		-								
CE 2.2.10: What are the sources of financial help for education and training?			-		-	-										
CE 2.2.11: What types of training for a specific job are transferable to other jobs?			-		-											
CE 2.2.12: How can current information on careers related to the chosen career be obtained?					-										-	
CE 2.2.13: What is the immediate future for one in a specific job?		-			-											
CE 2.2.14: How can one determine labor market projections for a career 5, 10 or 20 years from now?					-											
CE 2.2.15: How can one determine which related occupations are projected in a chosen career 5, 10, 20 years from now?			-		-	-			-							
CE 2.2.16: What occupations have become obsolete because of advances in human/scientific technology?			-		-	-			-			-				

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
CE 2.2.17: What is the Equal Opportunity Employment Act in relation to employment?	-	-	-		-	-						-	-	-		
CE 2.2.18: How might the sources of energy affect future employment?					-	-			-			-				

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
																EC 1.0.0: WRITING
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 1.1.0: Grammar: Applying the rules of grammar to writing
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.1: What are the different parts of speech?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.2: What are adjectives and adverbs?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.3: Where are adverbs placed in a sentence?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.4: What are different verb tenses and when is each used?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.5: How can one determine the agreement of subjects and verbs?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.6: What are contractions?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.7: What are abbreviations?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.1.8: What are homonyms?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 1.2.0: Sentence Structure: The correct grammatical construction of a sentence
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.1: What is a complete sentence, an incomplete sentence, a run-on sentence?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.2: How does one write a complete sentence?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.3: How does one punctuate a sentence?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.4: When does one use capital letters?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.5: What is a phrase?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.6: What is a simple sentence?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.7: What is the difference between an independent and a dependent clause?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.2.8: What is a complex and a compound sentence?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 1.3.0: Paragraph Development: The organization of sentences to form a well-coordinated paragraph
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.3.1: What is a paragraph?

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.3.2: What are topic sentences and supporting sentences?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.3.3: What is an introductory, transitory and concluding paragraph?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 1.4.0: Business Situations that Require Written Communication
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.4.1: What is a business letter?
	-		-		-			-		-	-	-	-			EC 1.4.2: How does one write a letter of complaint, of inquiry or a letter to a government official?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.4.3: How does one order by mail?
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.4.4: How does one fill out business forms?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.4.5: How does one write a summary report?
	-											-				EC 1.4.6: How does one address envelopes?
#	#	#	#	#	#	#	#	#	#	#	#	#			#	EC 1.5.0: Social Situations that Require Written Communication
	-	-		-	-	-			-	-	-	-			-	EC 1.5.1: What is a personal letter?
	-	-		-	-	-			-	-	-	-			-	EC 1.5.2: How does one write a friendly letter, invitation or a letter of thanks?
	-			-					-							EC 1.5.3: How does one write a sympathy letter?
	-			-					-							EC 1.5.4: How does one write postcards?
	-	-		-	-	-			-	-	-	-			-	EC 1.5.5: How does one keep a diary?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 1.6.0: Cursive Writing: Mechanics
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 1.6.1: How does one transcribe manuscript writing into legible cursive writing?
																2.0.0: SPEAKING
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 2.1.0: Appropriate Language: Using the right language at the right time.

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.1.1: What is the difference between formal and informal language?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.1.2: How does one use the vocabulary appropriate to the experience site?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 2.2.0: Clarity and Diction: Verbal Expression of Thoughts and Ideas
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.2.1: How does one organize and speak their thoughts clearly?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.2.2: How does one share experience with others in understandable speech?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 2.3.0: Application: Use of verbal expression in special situations
	-		-						-		-	-		-	-	EC 2.3.1: How does one make introductions?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.3.2: How does one make announcements and give explanations?
-	-				-	-	-	-			-	-				EC 2.3.3: How does one give directions?
-	-				-	-	-				-	-				EC 2.3.4: How does one ask for directions and help?
	-			-							-		-			EC 2.3.5: How does one conduct an interview?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.3.6: How does one describe a person, place, object or situation?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.3.7: How does one use the telephone?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.3.8: How does one participate in group discussions?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 2.4.0: Special Techniques: The development and use of special speaking skills and techniques such as projection, gesture, organization, etc.
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 2.4.1: How does one learn public speaking?
																EC 2.4.2: How does one give a demonstration?

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
																EC 3.0.0: READING
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 3.1.0: Comprehension: The development and use of skills to understand written or illustrated materials
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 3.1.1: How can one identify the main ideas in written passages?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 3.1.2: How can one judge the importance of details?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 3.1.3: How can one find answers to questions?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 3.1.4: How can one summarize a paragraph or a part of a story?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 3.1.5: How can one outline the plot and structure of a written passage?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 3.1.6: How can one make references from reading material?
#	#				#	#	#	#	#	#	#	#	#			EC 3.2.0: Application: Use of comprehension skills in everyday reading
	-															EC 3.2.1: How does one choose appropriate reading material for information and for pleasure?
-	-				-	-	-	-	-	-	-		-			EC 3.2.2: How does one read and follow a series of instructions?
-	-				-	-				-	-		-			EC 3.2.3.: How does one read and understand signs?
	-					-		-	-	-	-		-			EC 3.2.4: How does one read personal and business papers?
-	-						-	-								EC 3.2.5: How does one read road maps?
-	-				-	-	-	-	-	-	-		-			EC 3.2.6: How does one read a newspaper?
-	-				-	-	-	-	-		-					EC 3.2.7: How does one read a schedule?
	-				-	-		-	-	-			-			EC 3.2.8: How does one read publications for shopping information?
	-															EC 3.2.9: How does one read sports information?

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 4.1.2: How can one listen attentively in group situations in a variety of contexts?
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 4.2.0: Auditory/Sensory Perceptions: Skills and abilities necessary to analyze an oral message
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 4.2.1: How does one use the sequence of a message to analyze that message?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 4.2.2: How does one listen to and carry out multi-step instructions?
																EC 5.0.0: LIBRARY SKILLS
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	EC 5.1.0: Library Skills: Refers to those skills necessary to use the library effectively
-																EC 5.1.1: What is a library?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 5.1.2: How does one use alphabetizing skills?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 5.1.3: What are the uses of the Dewey Decimal System?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 5.1.4: How does one use the card catalog?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 5.1.5: How does one use a table of contents, index, glossary, etc. to locate information?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 5.1.6: What are some standard reference works in a library?
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	EC 5.1.7: How does one use the dictionary?
-																EC 5.1.8: How does one use the Reader's Guide to Periodical Literature?

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
MA 1.0.0: COMPUTATION MA 1.1.0: Properties and operations of whole numbers: The basic properties and types of computations possible with whole numbers (a digit or combination of digits).			#			#	#	#			#					#
MA 1.1.1: What are the basic facts of addition and subtraction?			-			-	-	-			-					-
MA 1.1.2: What are the facts of multiplication and division?			-			-	-	-			-					-
MA 1.1.3: How does one use addition and subtraction to solve a problem?			-			-	-	-			-					-
MA 1.1.4: How does one use multiplication and division to solve a problem?			-			-	-	-			-					-
MA 1.1.5: How does one use addition and subtraction to solve problems when using decimal numbers?			-			-	-	-			-					-
MA 1.1.6: How does one use multiplication and division when using decimal numbers?			-			-	-	-			-					-
MA 1.1.7: How does one round off whole numbers?			-			-	-	-			-					-
MA 1.1.8: How does one use a calculator or an adding machine?			-			-	-	-			-					-
MA 1.2.0: Properties and Operations of positive and negative rational numbers: The basic properties and types of computations possible with rational numbers (the ratio of two whole numbers).						#		#			#					

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
					-			-		-						MA 1.2.1: What are fractions?
					-			-		-						MA 1.2.2: How does one add and subtract fractions having the same denominator?
					-			-		-						MA 1.2.3: How does one change fractions to a higher or lower term?
					-			-		-						MA 1.2.4: How does one add and subtract numbers involving mixed numerals?
					-			-		-						MA 1.2.5: How does one multiply fractional numbers?
					-			-		-						MA 1.2.6: How does one divide fractional numbers?
					-			-		-						MA 1.2.7: How does one compute the fractional cost of an item?
					-			-		-						MA 1.2.8: How does one compute the fractional cost of an item to the nearest whole cent?
#					#			#		#						MA 1.3.0: Properties and Operations of Real numbers: The basic properties of real numbers (containing rational numbers and numbers which cannot be represented as a ratio or irrational number).
-					-			-		-						MA 1.3.1: How does one add, subtract, multiply, and divide with decimal numbers?
-					-			-		-						MA 1.3.2: How does one convert decimal numbers to fractions or vise versa?

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
					#			#		#						MA 1.4.0: Ratio/Proportion/Percent: The relations existing between two qualities of the same kind of ratios, statements of equalities between two ratios and percentage (when quantities are broken into 100 equal sections for a standard of measurement).
								-		-						MA 1.4.1: What do the terms percent and ratio mean?
					-			-								MA 1.4.2: How does one convert percentages to decimals and vice versa?
					-			-								MA 1.4.3: How does one convert percentages to fractions and vice versa?
					-			-		-						MA 1.4.4: How does one compute percentages?
					#	#	#	#								MA 1.5.0: Conversion Relations: The various techniques used to convert from one standard of measurement to another.
					-	-		-								MA 1.5.1: How does one convert Fahrenheit to Centigrade?
					-	-		-								MA 1.5.2: How does one convert from a larger unit of measurement to a smaller, or vice versa?
							-	-								MA 1.5.3: How does one solve problems about difference in time zones?
																MA 2.0.0: MEASUREMENT AND ANALYSIS
#					#	#	#	#		#						MA 2.1.0: Units of Measurement: The identification and use of certain quantities used as standards for assessing the relative size of other quantities of similar nature.
-					-		-	-		-						MA 2.1.1: What are the units of measure in the English system?

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
MA 2.1.2: What are some examples of units to measure length?						-		-	-		-					-
MA 2.1.3: Why is it important to be able to read the proper units of measurement when taking medication?								-		-	-					
MA 2.1.4: What are some examples of units to measure volume?						-		-			-					
MA 2.1.5: What are some units for measuring time, temperature, and atmospheric pressure?						-		-	-		-					-
MA 2.1.6: What are the comparable units of measure in the metric system?								-	-	-	-					-
MA 2.1.7: What do the scientific units such as BTU, foot, lb., volt, watt, foot candle, and horsepower mean?								-			-					
MA 2.2.0: Measurement tools and techniques: Various tools and techniques used for measurement.					#			#		#	#					
MA 2.2.1: How does one read measuring devices such as a ruler, clock, weighing scale, and calendar?								-		-	-					
MA 2.2.2: What are the proper procedures in using a time clock, time card, etc.?					-			-								
MA 2.2.3: How does one read a body thermometer?								-		-	-					
MA 2.2.4: How does one accurately measure ingredients when cooking or baking?								-			-					

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
#	#	#			#		#	#		#			#			MA 2.3.0: Tables and Graphs: The various techniques and skills necessary to be able to apply tables of data and graphs.
-	-	-			-		-	-		-			-			MA 2.3.1: How does one use a table and graph to locate information?
-					-		-	-		-			-			MA 2.3.2: How does one read a pictograph and bar graph?
-					-		-	-								MA 2.3.3: How does one read a chart explaining travel schedules?
					#			#		#						MA 2.4.0: Geometric Measurement, Analysis and Construction
					-			-		-						MA 2.4.1: How does one find the perimeter of a rectangle?
					-			-								MA 2.4.2: How does one find the perimeter of triangles and other polygons?
					-			-								MA 2.4.3: What are circles and spheres?
					-			-		-						MA 2.4.4: How does one find the circumference and area of a circle?
																MA 3.0.0: APPLICATIONS
				#	#			#	#	#	#	#	#	#		MA 3.1.0: Business Applications: Methods used to help organize and control personal finance and various methods used to keep accurate and balanced personal and bank records.
					-			-		-	-			-		MA 3.1.1: How does one keep accurate checkbook in relation to deposits, withdrawals, and balances?

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
					-			-	-	-	-			-		MA 3.1.2: How does one plan a budget?
								-		-		-	-	-		MA 3.1.3: How does one fill out federal and state income tax forms?
								-		-						MA 3.1.4: What are the costs when one joins a union?
								-			-			-		MA 3.1.5: What are the costs and the procedures for entering school after high school?
								-			-					MA 3.1.6: How does one compute salary?
					-			-		-			-	-		MA 3.1.7: What are the reasons for establishing a savings account and maintaining accurate records?
					-									-		MA 3.1.8: What are the reasons for opening a safe deposit box?
					-			-								MA 3.1.9: How does one take an inventory?
				-				-		-			-			MA 3.1.10: What are the expenses involved in starting a chosen hobby?
#					#	#	#	#	#	#			#	#		MA 3.2.0: Insurance Applications
					-			-	-	-			-			MA 3.2.1: How does one purchase appropriate renter's insurance?
					-	-		-	-	-			-	-		MA 3.2.2: How does one purchase appropriate health insurance?
					-		-	-	-	-			-			MA 3.2.3: How does one purchase appropriate home owner's insurance?

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
					-	-	-	-	-	-			-			MA 3.2.4: How does one purchase appropriate life insurance?
					-		-	-	-	-			-			MA 3.2.5: How does one purchase appropriate auto insurance?
#					#		#	#	#	#			#	#		MA 3.3.0: Transportation Applications
-					-		-	-	-	-			-			MA 3.3.1: How does one plan a trip?
-								-								MA 3.3.2: How does one determine the correct type of gasoline to buy and calculate gasoline mileage?
								-		-			-	-		MA 3.3.3: How does one purchase traveler's checks?
-								-								MA 3.3.4: How does one determine the costs of operating a car for one week, one month, etc.
	#				#			#		#	#	#	#	#		MA 3.4.0: Purchasing Behavior and Skills
					-			-		-	-					MA 3.4.1: How does one make correct change of money?
					-			-		-			-			MA 3.4.2: How does one compare prices?
					-			-		-			-			MA 3.4.3: What do the business and commercial terms such as gross, net, profit, loss, selling, price, cost, discount, successive discounts, prorate, compound interest, mileage, tax exemption, debit and credit mean?
					-			-		-			-			MA 3.4.4: How does one decide when to make a major purchase?
					-			-		-						MA 3.4.5: How does one utilize shopping coupons when purchasing items in a store?

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
MA 3.4.6: How does one compute sales taxes?		-	-			-		-	-		-					
MA 3.4.7: How does one discover fallacies in consumer advertising?				-				-			-				-	
MA 3.4.8: Why and how are sales slips completed?						-		-			-					
MA 3.4.9: How does one find the cost of one or more purchased items?						-		-			-					
MA 3.4.10: How does one make an appropriate clothing purchase?						-		-		-	-	-				
MA 3.4.11: How does one translate dollars and cents written in words into numerals?								-			-					
MA 3.4.12: How does one express numerical value by written words?								-			-					
MA 3.4.13: How does one fill out a catalog order blank?				-		-					-				-	
MA 3.5.0: Making purchases for the home			#			#		#	#	#	#					
MA 3.5.1: How does one pay utility bills?			-			-		-			-					
MA 3.5.2: How does one furnish an apartment?						-		-			-					
MA 3.5.3: What costs are involved in home improvements?						-		-	-	-	-					
MA 3.5.4: How does one figure the cost of insulating a room, apartment or house?			-			-		-	-							
MA 3.6.0: Loans, investment buying and using credit cards.		#	#			#		#			#					
MA 3.6.1: How does one figure compound interest, interest to be paid and finance charges and total cost of item purchased on installment buying?		-	-			-		-			-					
MA 3.6.2: What are the procedures in obtaining a loan?		-	-			-										

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
					-			-		-			-	-		MA 3.6.3: How does one apply to receive a credit card and maintain a record of credit card obligations?
	#				#			#		#		#	#	#		MA 3.7.0: General Consumer Mathematical Applications
					-					-			-	-		MA 3.7.1: How does one plan personal investments?
	-							-		-		-		-		MA 3.7.2: How does one purchase a money order?
								-		-				-		MA 3.7.3: How does one determine the amount of postage for an item?
	-							-		-						MA 3.7.4: How does one purchase a class ring, senior picture, or graduation announcements?
#	#						#	#								MA 3.8.0: Scientific and technical applications: Relationship to trades, technical areas and the hard sciences.
-	-						-	-								MA 3.8.1: How does one calculate distance on maps and scale drawings?
																MA 3.8.2: How does one read blueprints and maps?

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
PS 1.0.0: ACHIEVING SELF AWARENESS																
PS 1.1.0: Attain a Sense of Body										#						
PS 1.1.1: What are the major body parts?										-						
PS 1.1.2: What are your physical characteristics?										-						
PS 1.1.3: What are typical physical characteristics and dimensions?										-						
PS 1.2.0: Identify Interests and Abilities					#							#				
PS 1.2.1: What are your personal abilities?					-							-				
PS 1.2.2: What are your personal interests?					-							-				
PS 1.2.3: What are your goals in relation to interests and abilities?					-							-				
PS 1.2.4.: What are your preferences which span a wide range of daily acitivity?					-							-				
PS 1.3.0: Identify Emotions							#					#				
PS 1.3.1: What are common emotions?							-					-				
PS 1.3.2: What are ways in which one's emotions affect the behavior of self and others?							-					-				
PS 1.3.3: How can you differentiate particular emotions in self and others?							-					-				
PS 1.3.4: What are ways in which one may cope with different feelings?							-					-				
PS 1.4.0: Identify Needs							#					#				
PS 1.4.1: What are basic physical needs?							-					-				
PS 1.4.2: What are basic psychological needs?							-					-				
PS 1.4.3: What are ways to meet physical needs?							-					-				
PS 1.4.4: What are ways to meet psychological needs?							-					-				

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
PS 1.5.0: Understand Physical Self										#						
PS 1.5.1: What sexual information should you know?										-						
PS 1.5.2: What are similarities and differences in male and female bodies?										-						
PS 1.5.3: What are components of your own future sex role?										-						
PS 2.C.0: ACQUIRING SELF CONFIDENCE																
PS 2.1.0: Express Feelings of Worth							#					#				
PS 2.1.1: What are positive physical and psychological attributes?							-					-				
PS 2.1.2: What are ways in which positive attributes make you feel good?							-					-				
PS 2.1.3: What are characteristics necessary to feel good about you?							-					-				
PS 2.1.4: How does the action of others affect your feeling of worth?							-					-				
PS 2.2.0: Telling How Others See Me							#					#				
PS 2.2.1: What are potential reactions of others to you?							-					-				
PS 2.2.2: What is your view of how others see you?							-					-				
PS 2.2.3: What is the relationship between your behaviors and others' reactions?							-					-				
PS 2.2.4: What are some individual differences in others?							-					-				
PS 2.3.0: Accept Praise							#					#				
PS 2.3.1: What statements of praise can you identify in your everyday activities?							-					-				
PS 2.3.2: What are appropriate and inappropriate responses to praise?							-					-				
PS 2.3.3: What are ways to respond to praise statements?							-					-				
PS 2.3.4: What are the effects which praise has on you?							-					-				

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
				#					#							PS 2.4.0: Accept Criticism
				-					-							PS 2.4.1: What are critical and/or rejecting types of statements?
				-					-							PS 2.4.2: What are appropriate ways to respond to criticism and/or rejection?
				-					-							PS 2.4.3: What are ways to respond appropriately to critical statements?
				-					-							PS 2.4.4: What are the positive and negative effects of criticism on you?
				#												PS 2.5.0: Develop Faith (Confidence) in Self
				-												PS 2.5.1: What are the positive characteristics of you in a variety of areas?
				-												PS 2.5.2: What are appropriate ways to express confidence in you?
				-												PS 2.5.3: What positive statements can you make about you?
				-												PS 2.5.4: What are potential reactions of others to your expressions of confidence?
																PS 3.0.0: ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR
				#					#							PS 3.1.0: Know Character Traits Needed for Acceptance
				-					-							PS 3.1.1: What are your acceptable character traits?
				-					-							PS 3.1.2: What are acceptable character traits in others?
				-					-							PS 3.1.3: What are character traits necessary for acceptance in various situations?
				-					-							PS 3.1.4: What are different character traits which inhibit acceptance?
		#							#							PS 3.2.0: Know Proper Behavior in Public
		-							-							PS 3.2.1: What are reasons for appropriate behavior in public places?

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
				-					-							PS 3.2.2: What is appropriate behavior when using transportation facilities?
				-					-							PS 3.2.3: What is appropriate behavior when using eating facilities?
				-					-							PS 3.2.4: What is appropriate behavior in using recreational facilities?
		#							#							PS 3.3.0: Develop Respect for Rights of Others
		-							-							PS 3.3.1: What are personal and property rights of others?
		-							-							PS 3.3.2: What are reasons to respect the rights and property of others?
		-							-							PS 3.3.3: How can you demonstrate respect for other persons and their property?
		-							-							PS 3.3.4: What are appropriate situations and procedures for borrowing property of others?
				#					#							PS 3.4.0: Recognize and Follow Instructions
				-					-							PS 3.4.1: What are common authority roles?
				-					-							PS 3.4.2: What are reasons for following instructions?
				-					-							PS 3.4.3: How can you respond appropriately to specific instructions from authorities?
				-					-							PS 3.4.4: What are situations in which you have the right to disregard instructions from authorities?
		#		#					#							PS 3.5.0: Know His/Her Roles
		-		-					-							PS 3.5.1: What are current roles?
		-		-					-							PS 3.5.2: What are possible future roles?
		-		-					-							PS 3.5.3: What are roles of significant others in your life?
		-		-					-							PS 3.5.4: What are rights and obligations involved in personal roles as they interact with roles of others?

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
PS 4.0.0: MAINTAINING GOOD INTERPERSONAL RELATIONSHIPS																
PS 4.1.0: Know How to Listen and to Respond							#					#				
PS 4.1.1: What are proper listening techniques?							-					-				
PS 4.1.2: How can you demonstrate appropriate listening techniques?							-					-				
PS 4.1.3: What are positive outcomes of listening appropriately?							-					-				
PS 4.1.4: What are negative aspects of listening inappropriately?							-					-				
PS 4.2.0: Know How to Make and Maintain Friendships												#				
PS 4.2.1: What are necessary components of a friendship?												-				
PS 4.2.2: What are personal considerations in choosing a friend?												-				
PS 4.2.3: What are the rights and responsibilities involved in friendship?												-				
PS 4.2.4: What are activities that can be shared with friends?												-				
PS 4.3.0: Establish Appropriate Heterosexual Relationships										#		#		#		
PS 4.3.1: What are behaviors appropriate to your sex roles?										-		-		-		
PS 4.3.2: What are the qualities of an individual who would be desirable as a dating partner?										-		-		-		
PS 4.3.3: What are appropriate procedures for making a date?										-		-		-		
PS 4.3.4: What are activities which are appropriate for a date?										-		-		-		
PS 4.4.0: Know How to Establish Close Relationships							#					#				
PS 4.4.1: What are characteristics of close relationships?							-					-				

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
PS 4.4.2: What are different types of close relationships?							-					-				
PS 4.4.3: How can you recognize and respond to intimate feelings of others?							-					-				
PS 4.4.4: Who are persons with whom you could establish a close relationship?							-					-				
PS 5.0.0: ACHIEVING INDEPENDENCE																
PS 5.1.0: Understand the Impact of His/Her Behavior on Others												#				
PS 5.1.1: What are ways in which personal behavior affects others around you?												-				
PS 5.1.2: In what situations is appropriate behavior critical?												-				
PS 5.1.3: What are cues from others which indicate that behavior is inappropriate?												-				
PS 5.1.4: What are ways in which to correct inappropriate behavior?												-				
PS 5.2.0: Understand Self Organization												#		#		
PS 5.2.1: How would you plan daily activities?												-		-		
PS 5.2.2: What are areas of responsibility in personal life?												-		-		
PS 5.2.3: What are reasons for organizing your responsibilities/activities?												-		-		
PS 5.2.4: What are ways in which personal organization relates to greater independence?												-		-		
PS 5.3.0: Develop Goal Seeking Behavior					#							#				
PS 5.3.1: What is an important goal for you to define?					-							-				
PS 5.3.2: What are your personal goals?					-							-				
PS 5.3.3: What are characteristics of realistic goals?					-							-				

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
				-							-					PS 5.3.4: Who are appropriate persons for assistance with setting and achieving goals?
				-							-					PS 5.3.5: What are some potential barriers to goals?
				#												PS 5.4.0: Strive for Self Actualization
				-												PS 5.4.1: What are important characteristics for personal growth?
				-												PS 5.4.2: What are elements necessary for a satisfactory personal life?
				-												PS 5.4.3: What are sources for continued educational/ psychological growth?
																PS 6.0.0: MAKING GOOD DECISIONS - PROBLEM SOLVING
		#		#												PS 6.1.0: Differentiate Bi-Polar Concepts
		-		-												PS 6.1.1: What are positive and negative aspects of personal ideas/behavior?
		-		-												PS 6.1.2: What are reasons why ideas, values and plans have both potentially positive and negative implications?
		-		-												PS 6.1.3: What are situations which require examination of both positive and negative aspects?
				#							#					PS 6.2.0: Understand Need for Goals
				-							-					PS 6.2.1: What are ways that goals affect one's life?
				-							-					PS 6.2.2: What are your model personal goals?
				-							-					PS 6.2.3: What are the outcomes to be considered in goal setting?
				-							-					PS 6.2.4: What are examples of goal attainments?
				#							#					PS 6.3.0: Look at Alternatives
				-							-					PS 6.3.1: What is the meaning of alternatives?
				-							-					PS 6.3.2: What are possible alternatives within your personal goal?

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
PS 6.3.3: What are ways to utilize compromises and alternatives?					-							-				
PS 6.3.4: What are ways of seeking and finding information that develops alternatives?					-							-				
PS 6.4.0: Anticipate Consequences					#							#				
PS 6.4.1: What is the definition of consequences or outcomes?					-							-				
PS 6.4.2: What are ways in which personal behavior produces consequences?					-							-				
PS 6.4.3: What is the concept of maximum gain for minimum risk?					-							-				
PS 6.5.0: Know Where to Find Good Advice										#		#				
PS 6.5.1: What are situations in which one would need advice?										-		-				
PS 6.5.2: What are available resources for resolving problems?										-		-				
PS 6.5.3: What are the procedures for contacting appropriate persons for assistance?										-		-				
PS 6.5.4: What are potential outcomes of seeking advice?										-		-				
PS 7.0.0: COMMUNICATING ADEQUATELY WITH OTHERS																
PS 7.1.0: Recognize Emergency Situations										#		#				
PS 7.1.1: What are the sights and sounds of emergency situations?										-		-				
PS 7.1.2: Who are appropriate authorities to contact in emergency situations?										-		-				
PS 7.1.3: What is involved in personal communications concerning emergency situations?										-		-				

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
PS 7.1.4: What are personal responsibilities in emergency situations?										-		-				
PS 7.2.0: Read at Level Needed for Future Goals																
PS 7.2.1: What is your ability to read at a minimum level?															#	
PS 7.2.2: What are common varieties of information available in your environment?															-	
PS 7.2.3: What are important labels and directions to be read?															-	
PS 7.2.4: What important information can be obtained from newspapers?															-	
PS 7.2.5: What important information can be obtained from telephone directions?															-	
PS 7.3.0: Writing at level needed for future goals.															#	
PS 7.3.1: What information notes can you write?															-	
PS 7.3.2: How can you complete a job application?															-	
PS 7.3.3: How can you write personal letters?															-	
PS 7.3.4: How can you take telephone messages?															-	
PS 7.4.0: Speak Adequately for Understanding															#	
PS 7.4.1: How can you participate in social conversation?															-	
PS 7.4.2: How can you demonstrate proficiency in basic language skills?															-	
PS 7.4.3: How can you demonstrate ability to adjust voice to situations?															-	
PS 7.4.4: How can you demonstrate a variety of verbal expressions?															-	
PS 7.5.0: Understand the Subtleties of Communication												#			#	
PS 7.5.1: What are the nonverbal elements of communication?												-			-	

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
PS 7.5.2: How can you demonstrate verbal and nonverbal elements of communication?												-			-	
PS 7.5.3: What are verbal expressions that correspond to feelings?												-			-	
PS 7.5.4: What are verbal expressions that are inconsistent with feelings?												-			-	

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 1.0.0: GOVERNMENT																
SS 1.1.0: Decision-Makers: the groups of people who make, interpret, and enforce the rules of a political system in a given situation.																
SS 1.1.1: Who are the decision-makers?																
SS 1.1.2: What are the personal characteristics of decision-makers?																
SS 1.1.3: What are the social backgrounds of decision-makers?																
SS 1.1.4: Which decision-makers are political leaders?																
SS 1.1.5: What groups or "classes" of people support what particular leaders?																
SS 1.1.6: How does a society recruit its decision-makers?																
SS 1.1.7: What formal and informal rules does society set up for giving decision-making authority?																
SS 1.1.8: What must a person do to get and keep a position as a decision-maker?																
SS 1.1.9: To what group or type of group does a particular decision-maker appeal?																

COURSE AND INTEREST AREA MATRIX

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
		=	=	=			=			=				=	=	SS 1.1.10: Why does a particular decision-maker appeal to certain groups or types of people?
		=	=	=						=	=			=	=	SS 1.1.11: How do decision-makers stay in power?
#	#	#	#	#		#	#			#	#		#	#	#	SS 1.2.0: Decision-Making: the process by which a political system makes, enforces, and interprets rules in a given political situation.
		=	=	=							=			=	=	SS 1.2.1: What are the formal and informal rules for making decisions?
=	=	=	=	=		=	=				=		=	=	=	SS 1.2.2: How do decision-makers gather information?
=	=	=	=	=		=	=				=		=	=	=	SS 1.2.3: How does the way of gathering information influence the decision-making process in a specified situation?
		=	=	=		=	=			=	=			=	=	SS 1.2.4: How are decisions carried out?
=		=	=	=		=	=			=	=		=	=	=	SS 1.2.5: How does society enforce decisions once they are made?
=		=	=	=		=	=			=	=		=	=	=	SS 1.2.6: How are decision-makers, institutions, citizens, and the political culture related to the decision-making process?
#		#	#	#			#			#	#		#	#		SS 1.3.0: Political Institutions: these organizations handling political decisions in a given situation.
		=	=	=						=	=			=		SS 1.3.1: What are the political institutions of the society?
		=	=	=						=	=			=		SS 1.3.2: What functions does each institution have?
=		=	=	=			=			=	=		=	=		SS 1.3.3: What authority has been given officially to an institution?
=		=	=	=			=			=	=		=	=		SS 1.3.4: What authority has an institution assumed unofficially?
=		=	=	=			=			=	=		=	=		SS 1.3.5: How do political institutions influence the decision-making process?

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 1.4.0: Political Culture: the beliefs, attitudes, values, and skills of the people who are part of a political system in a given situation.	#	#	#		#	#			#	#		#	#	#		
SS 1.4.1: Are citizens aware of the role of government in their lives?	=	=	=		=	=			=	=		=	=	=		
SS 1.4.2: How can citizens influence decision-making?	=	=	=		=	=			=	=		=	=	=		
SS 1.4.3: Do citizens influence the decision-making process?	=	=	=		=	=			=	=		=	=	=		
SS 1.4.4: How do people who live in a society learn about the political system?	=	=				=			=	=		=	=	=		
SS 1.4.5: Are the people of a society isolated from the political system?	=	=				=				=		=	=	=		
SS 1.4.6: Are the people of a society subject to what the political system does but unable to influence decisions?	=	=	=		=	=			=	=		=	=	=		
SS 1.4.7: Do the people of a particular society participate in the entire political process?	=	=	=			=			=	=		=	=	=		
SS 1.5.0: Citizenship: the part played by an individual within a political system in a given situation.	#	#	#		#	#			#	#	#	#	#	#	#	
SS 1.5.1: How does a citizen influence the government's use of power?	=	=	=			=			=	=	=	=	=	=		
SS 1.5.2: How does a citizen influence the decision-making process of government?	=	=	=			=			=	=	=	=	=	=		
SS 1.5.3: What influence does a citizen have on decision-makers?	=	=	=			=			=	=	=	=	=	=		
SS 1.5.4: How does a citizen gather information about his government?	=	=	=			=			=	=	=	=	=	=		
SS 1.5.5: How does government affect the life of a citizen?	=	=	=		=	=			=	=	=	=	=	=		
SS 1.5.6: Does the government restrict, enlarge or protect a citizen's freedom?	=	=	=		=	=			=	=	=	=	=	=		

COURSE AND INTEREST AREA MATRIX

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	E B C E COURSES / CONCEPTS
		=	=	=			=			=	=					SS 1.5.7: What responsibilities does a citizen have to the political system?
																SS 2.0.0: ECONOMIC SYSTEM
#		#	#	#	#	#	#		#	#	#		#	#	#	SS 2.1.0: Values and Goals: the aspirations, standards, or long-range, common objectives which a society considers to be important to a given situation.
=		=	=	=	=	=	=		=	=	=		=	=	=	SS 2.1.1: What are the major values and goals of a society?
=		=	=	=	=	=	=		=	=	=		=	=	=	SS 2.1.2: How do values and goals affect economic decisions?
=		=	=	=	=	=	=		=	=	=		=	=	=	SS 2.1.3: How are conflicts in values and goals resolved?
#		#	#	#	#	#	#				#		#	#		SS 2.2.0: Scarcity and Choices: the idea that resources are limited and wants are infinite; therefore, society must constantly allocate resources among competing goals in a given situation.
=		=			=	=					=		=	=		SS 2.2.1: What goods and services does a society make with its resources?
		=	=			=	=				=		=	=		SS 2.2.2: How does a society use resources to make goods?
=			=			=	=				=		=	=		SS 2.2.3: How are goods and services distributed?
=		=	=	=	=	=	=						=	=		SS 2.2.4: How does a society choose between using resources for present needs (consumption) and using them for increased productivity in the future (growth)?
#		#	#				#				#		#	#		SS 2.3.0: Resources: the supply of raw materials, capital, and human skills available to a society in a given situation.
=		=					=						=	=		SS 2.3.1: What natural resources are available to a particular society?
=		=					=						=	=		SS 2.3.2: What capital resources are abailable to a particular society?
=		=					=				=		=	=		SS 2.3.3: What human resources are available to a particular society?

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 2.3.4: How are the three types of resources combined to produce goods and services?		=	=						=				=	=		=
SS 2.4.0: Price: the amount of money needed to purchase a particular economic good or service in a given situation.		#	#		#	#		#		#	#	#	#	#		
SS 2.4.1: How are prices set in an economic system?		=	=		=	=		=		=	=	=	=	=		
SS 2.4.2: What are the functions of prices in an economic system.		=	=		=	=				=	=	=	=	=		
SS 2.5.0: Production: the process through which goods and services are made or supplied in a given situation.		#	#		#	#			#	#	#	#	#	#		#
SS 2.5.1: In what ratio are natural, capital, and human resources combined to produce goods?			=						=							
SS 2.5.2: What economic institutions influence production?		=	=			=			=	=			=	=		
SS 2.5.3: What technology is employed in production?			=			=			=		=			=		
SS 2.5.4: What is the nature of the entrepreneurial function?		=	=		=	=			=	=	=	=	=	=		=
SS 2.6.0: Distribution: the process by which goods and services are distributed in a given situation.	#	#	#		#	#		#	#		#		#	#		#
SS 2.6.1: How are goods distributed?		=	=		=	=			=		=			=		=
SS 2.6.2: What economic institutions are involved?		=	=		=	=			=		=		=	=		=
SS 2.6.3: In what proportion do the various facets of production receive goods and services?		=	=			=		=			=		=	=		=
SS 2.6.4: How is the pattern of distribution related to values and goods?	=	=	=			=			=		=		=	=		=
SS 2.7.0: Economic Growth: the increase in Gross National Product and the increase in GNP per capita.	#	#	#		#	#	#			#	#	#	#	#		#
SS 2.7.1: How is Gross National Product related to consumption, investment, and government expenditures?		=	=													

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 2.7.2: How can natural, capital, and human resources be combined to produce economic growth?		=	=													
SS 2.7.3: What can be done to control business cycles?		=	=			=							=	=		=
SS 2.7.4: What are the social costs of severe depression or inflation?	=	=	=		=	=	=			=	=	=	=	=		
SS 3.0.0: SOCIAL STRUCTURE																
SS 3.1.0: Role: the functions and activities society expects individuals with specific characteristics to perform in a given situation.	#	#	#		#	#	#		#	#	#	#	#	#		
SS 3.1.1: How are roles assigned by society?	=	=			=	=	=		=	=	=	=	=	=		
SS 3.1.2: What does society expect of individuals who have certain roles?	=	=			=	=	=		=	=	=	=	=	=		
SS 3.1.3: What different roles is a particular individual expected to fulfill?	=	=			=	=	=		=	=	=	=	=	=		
SS 3.1.4: How can an individual prepare himself for a particular role?	=	=	=		=	=	=			=	=	=	=	=		
SS 3.1.5: Are some roles closed off to certain individuals?	=	=	=		=	=	=		=	=	=	=	=	=		
SS 3.2.0: Status: the position given a role in relationship to other roles in a given situation.	#	#	#		#	#	#		#	#		#	#	#		
SS 3.2.1: What roles are given high status by the society?	=	=			=	=	=		=	=		=	=	=		
SS 3.2.2: What roles are given low status by society?	=	=			=	=	=		=	=		=	=	=		
SS 3.2.3: What privileges are given to high status groups by society in terms of wealth, freedom, and power?	=	=	=		=	=	=		=	=		=	=	=		
SS 3.2.4: What privileges are denied to low status groups by society in terms of wealth, freedom, and power?	=	=	=		=		=			=		=	=	=		
SS 3.2.5: Is status inherited or is it earned in society?	=	=			=		=			=		=	=	=		

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 3.3.0: Norms: the standards of behavior in social relationships expected from different roles, and the way people who fill different roles ought to behave toward other people in a given situation.	#	#	#		#	#	#		#	#	#	#	#	#		
SS 3.3.1: What are the most important norms of a society (mores)?	=		=		=	=	=		=	=	=	=	=	=		
SS 3.3.2: What are relatively unimportant norms (folkways)?	=				=	=	=		=		=	=	=	=		
SS 3.3.3: What are the norms of behavior assigned to given roles?	=				=	=	=		=	=	=	=	=	=		
SS 3.3.4: What sanctions are applied when someone violates a norm?	=	=	=		=	=	=		=	=	=	=	=	=		
SS 3.4.0: Social Class: a large group of people who ahare many things in common and who are classified by other members of the community as belonging together.	#	#	#		#		#			#	#	#	#	#		
SS 3.4.1: What are the classes in a given community?	=	=			=		=			=	=	=	=	=		
SS 3.4.2: What criteria are used to place people in a class (for example, wealth, education, birth)?	=	=			=		=			=	=	=	=	=		
SS 3.4.3: Can a person earn membership in a given social class, or must he be born into it?	=	=			=		=			=		=		=		
SS 3.4.4: How open are classes to people born outside of them?	=	=			=		=			=		=		=		
SS 3.4.5: How are classes arranged in the social structure?	=	=	=		=		=			=		=	=	=		
SS 3.4.6: What roles are assigned to the upper classes, the middle classes, and the lower classes?	=	=	=		=		=			=	=	=	=	=		
SS 3.5.0: Groups: a cluster of two or more people who interact because they have some common characteristic or purpose in a given situation.	#	#	#		#	#	#		#	#	#	#	#	#		#
SS 3.5.1: What kinds of groups exist in a society?	=	=	=		=	=			=	=	=	=	=	=		=

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups
SS 3.5.2: What identifies people as members of a group?	=		=	=	=	=	=	=			=	=			=	=
SS 3.5.3: How is membership in the group determined?	=		=	=	=	=	=	=			=	=			=	=
SS 3.5.4: What are the most important primary groups (such as the family, play group, or neighborhood group) characterized by intimate, personal relationships among members?			=	=	=	=		=		=				=	=	=
SS 3.5.5: What are the most important secondary groups (such as a labor union, political part, or business firm) characterized by nonpersonal relationships among members?	=		=	=	=		=	=			=	=		=	=	=
SS 3.6.0: Group Interaction: the process by which groups in contact influence each other in a given situation.	#		#	#	#		#	#		#	#	#		#	#	#
SS 3.6.1: Are particular groups in contact with each other basically cooperative or competitive?	=		=	=	=		=	=		=	=	=		=	=	=
SS 3.6.2: When two ethnic or racial groups interact, what determines which of the following four processes will take place: extermination, accommodation, assimilation, or amalgamation?			=	=	=										=	=
SS 3.7.0: Cultural Change: the process by which a culture adjusts to new circumstances or a new environment in a given situation.	#		#	#	#	#	#	#		#	#	#		#	#	#
SS 3.7.1: Has a new invention promoted culture change? If so, in what way?	=		=	=	=	=	=	=		=		=		=	=	
SS 3.7.2: How has diffusion from an outside source produced change?	=		=	=	=	=	=	=		=		=		=		=
SS 3.7.3: What are the agents of diffusion that have caused cultural change?	=		=	=	=	=	=	=		=		=		=	=	=
SS 3.7.4: Has a change in one area of a culture (technology) produced a condition demanding change in another area (family structure)? Has there been a lag between the first change and the second?	=		=	=	=	=	=	=		=	=	=		=	=	=

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 3.7.5: Why are some aspects of a culture more resistant to change than others?	=	=	=		=	=	=		=	=	=	=	=	=		=
SS 4.0.0: GEOGRAPHY																
SS 4.1.0: Physical Geography: the basic composition of the land and its relationship to population and industrial growth.		#	#					#	#				#	#		#
SS 4.1.1: What are the land forms and surface features of a specified region?									=							=
SS 4.1.2: What are the climatic conditions of a specified area?									=							=
SS 4.1.3: What natural vegetation can be found in a specified area?									=							
SS 4.1.4: How does the soil composition differ from region to region?								=	=							
SS 4.1.5: What water resources can be found in a specified region?									=							=
SS 4.1.6: What mineral resources can be found in a specified region?									=							=
SS 4.1.7: Why are land forms, climate, vegetation, soil, water, and mineral important to industrial and population growth?		=	=						=					=		=
SS 4.1.8: What is the relationship between land forms, etc., and mineral resources?									=							=
SS 4.2.0: Human Geography: the relationship between man and his physical environment.	#	#	#		#			#	#	#		#	#	#		#
SS 4.2.1: How is population distributed throughout a specified region?	=		=					=	=					=		=
SS 4.2.2: Why is population distributed as it is throughout a specified region?	=		=					=	=					=		=

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 4.2.3: What is the relationship between physical environment and population distribution?	=		=					=	=	=				=		=
SS 4.2.4: How is culture related to population distribution in a specified region?	=	=	=						=	=		=		=		=
SS 4.2.5: How does population distribution affect culture?	=	=	=						=	=		=		=		=
SS 4.2.6: What is the relationship between physical features of races and the regions in which they live?	=								=			=		=		
SS 4.2.7: What is the basic relationship between land and industry?		=	=		=			=	=				=	=		=
SS 4.2.8: What is the basic relationship between industry and population distribution?	=	=	=		=			=	=			=	=	=		=
SS 5.0.0: PERSONAL AND INTERPERSONAL DEVELOPMENT																
SS 5.1.0: Individual Growth: development of the personality and self-perception of the individual.	#	#			#	#	#			#		#	#	#		
SS 5.1.1: What is the effect of heredity on personality development?	=						=			=		=		=		
SS 5.1.2: What is the effect of environment on personality development?	=				=		=			=		=		=		
SS 5.1.3: What are the complementary effects of heredity and environment on personality development?	=						=			=		=		=		
SS 5.1.4: What is the effect of the socialization process on personality development?	=	=			=		=			=		=	=	=		
SS 5.1.5: What is the role of the family in personality development?	=	=					=			=		=		=		
SS 5.1.6: What is the importance of perceptions formed from first impressions?	=				=	=	=			=		=				
SS 5.1.7: To what extent are attitudes affected by appearance and dress?	=				=	=	=			=		=	=	=		

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 5.1.8: To what extent are attitudes affected by ethnic group stereotypes?	=				=		=			=		=	=	=		
SS 5.1.9: What is role-playing? How does it affect a person's perceptions of a group?	=				=	=	=			=		=	=			
SS 5.1.10: How do motivational factors affect interpersonal relationship?	=				=	=	=			=		=				
SS 5.1.11: How does one interpret the meaning of a situation in terms of one's perceptions?					=		=			=		=				
SS 5.1.12: How can a person use introspection to gain insight into his personality?					=		=			=		=				
SS 5.1.13: What are some of the similarities and differences in the way a person perceives himself and the way he is perceived by others?					=		=			=		=				
SS 5.1.14: How can self-revelation be used as a vehicle for self-understanding?							=			=		=				
SS 5.2.0: Human Relations Development: basic understanding of behaviors including prejudicial awareness, social attitudes and values, and accepting criticisms with positive regard.	#	#		#	#	#	#		#	#	#	#	#	#		
SS 5.2.1: What are some types of behaviors and how do they affect interpersonal relationships?	=						=			=		=	=			
SS 5.2.2: What are some situational factors which may affect one's perceptions and expectations?	=				=	=	=		=	=	=	=	=			
SS 5.2.3: What is the nature of prejudice?	=	=			=		=			=		=	=	=		
SS 5.2.4: What are some factors which affect the development of prejudice?	=	=			=		=			=		=	=	=		
SS 5.2.5: What are some factors which effect change in one's prejudices?	=	=			=		=			=		=	=	=		

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 5.2.6: How can prejudice be measured?	=	=			=		=			=		=	=	=		
SS 5.2.7: What processes outside the family affect social attitudes and values?	=				=	=	=			=		=	=	=		
SS 5.2.8: What sources within one's self account for conflicts in social attitudes and values?	=				=	=	=		=	=		=				
SS 5.2.9: What resources can be used to effectively deal with one's own internal attitude and value conflicts?	=				=	=	=		=	=	=	=				
SS 5.2.10: What are some areas of criticism; how do they relate to self-concept; how do they deal with criticism?	=				=		=		=	=		=				
SS 5.2.11: What are the effects of positive and negative experiences on interpersonal relationships?	=				=		=		=	=		=				
SS 5.2.12: What are some personal and environmental factors which affect the dynamics of group relationships?	=				=	=	=		=		=	=		=		
SS 5.2.13: How does individual use of problem-solving abilities and mechanicsms differ from those used by a group?	=					=	=		=		=	=				
SS 5.2.14: What are some different kinds of groups, why do they exist, and how do they work?	=	=			=	=	=		=		=	=	=	=		
SS 5.2.15: What are some factors which are necessary to the group process as vehicles for initiating and guiding constructive change?	=	=				=	=		=		=	=	=	=		
SS 5.2.16: What are some constructive and destructive uses of conflict in bringing about social change?	=	=				=	=		=		=	=	=	=		
SS 5.2.17: How do various groups use conflict to bring about social change?	=	=				=	=		=		=	=	=	=		
SS 5.2.18: How are words used as symbols for the extensional world?												=				
SS 5.2.19: How may a word be used to symbolize different things; how may a symbol be described by different words?	=	=		=	=	=	=		=			=	=			

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 5.2.20: How does understanding relate to words and to the things which the words symbolize?	=	=		=	=	=	=		=			=	=			
SS 5.2.21: How does the symbolic meaning of words vary among individuals during the communications process?	=	=		=	=	=	=		=			=	=			
SS 5.2.22: What differences exist among reports, inferences, and judgments?				=	=	=	=		=			=	=			
SS 5.2.23: How do factors such as voice, gender, race, and the immediate situation affect communication?	=			=	=	=	=		=			=	=			
SS 5.2.24: How can one improve his skill in the two-way process of communication?				=	=	=	=		=			=	=			
SS 5.2.25: What is the significance of the listener's role in the communication process?				=	=	=	=		=			=	=			
SS 5.2.26: What skills are valuable as techniques for promoting effective communication?				=	=	=	=		=			=	=			
SS 5.3.0: Philosophy: the inspection of philosophies and the means whereby one may develop a personal philosophy.	#	#			#	#	#		#			#	#	#		
SS 5.3.1: What does the term philosophy mean?												=				
SS 5.3.2: What are some well-known examples of philosophies?												=				
SS 5.3.3: How does a person develop his own personal philosophy of life?					=	=	=					=				
SS 5.3.4: How can a person transmit his personal philosophy through verbal and nonverbal communication?					=	=	=					=		=		
SS 5.3.5: To what extent must a personal philosophy be flexible in light of cultural complexity and the rapidity of change?	=	=		=	=	=	=		=			=	=	=		

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
SS 5.4.0: Mental Growth: in terms of personal development and in actual capacity	#	#					#			#		#		#		
SS 5.4.1: What is mental health, and how does it relate to personal development?	=						=			=		=		=		
SS 5.4.2: What are some types of mental disorders and how are they treated?	=						=			=		=		=		
SS 5.4.3: What sort of societal pressures, both positive and negative, are exerted on the mentally ill?	=	=					=			=		=		=		
SS 5.4.4: What are some examples of psychic phenomena? What are some arguments for and against the existence of psychic phenomena?												=				
NS 1.0.0: NON-LIVING STRUCTURE																
NS 1.1.0: Atomic Structure: the organization of subatomic articles into atoms; the size, shape, and properties of different atoms; and the origin, nature, and use of atomic and nuclear energy.		#				#			#	#		#	#	#		
NS 1.1.1: What is nuclear energy?										=						
NS 1.1.2: What effect has nuclear energy had on society in terms of war, peace, and environment?		=				=			=	=		=	=	=		
NS 1.2.0: Organization and Reaction of Elements: the organization of elements in the periodic table (a chart describing and grouping elements according to common properties and trends); the types and natures of bonding; the various forms of stability i- reactions; and energy considerations for reactions; atomic numbers.								#	#	#						
NS 1.2.1: What are elements?										=						
NS 1.2.2: What is electrical stability in elements?										=						
NS 1.2.3: What is geometric and orbital occupancy?										=						

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 1.2.4: What are molecules?										=						
NS 1.2.5: What are the various laws of combination of elements?										=						
NS 1.2.6: How are molecules formed?										=						
NS 1.2.7: How do atoms bond to form molecules?										=						
NS 1.2.8: How can reactions be measured?								=								
NS 1.2.9: Why have laws and principles been developed?										=						
NS 1.2.10: What happens when elements and compounds react with each other?										=						
NS 1.3.0: Matter and Energy: covers the basic definitions of matter and energy, and how they react with each other.								#	#							
NS 1.3.1: What are the basic properties of matter?									=							
NS 1.3.2: How does going from weaker to stronger bond strength and from lesser to greater energy stores affect the basic forms of matter?									=							
NS 1.3.3: What are the forms of energy?									=							
NS 1.3.4: What is the lowest form of energy?									=							
NS 1.3.5: What are the various forms of energy?									=							
NS 1.3.6: Is there any relationship between most systems of nature and energy and matter?								=	=							
NS 1.3.7: What is the relationship between matter and energy?								=	=							
NS 1.3.8: What can happen to matter and/or energy under normal conditions?								=	=							
NS 1.3.9: What is equilibrium?									=							
NS 1.3.10: What is the law of the conservation of mass and energy?								=	=							

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 1.4.0: Light: the nature of light, its relation to the rest of the electro-magnetic spectrum, and its relation to matter and energy.										#						
NS 1.4.1: What is a lens?										=						
NS 1.4.2: How do convex and concave lenses differ?										=						
NS 1.4.3: What gives an object its color?						=										
NS 1.4.4: What is meant by optics?										=						
NS 1.4.5: What is a laser beam in relation to light?						=				=						
NS 1.5.0: Motion and Force: the forms and principles of motion and force.						#		#	#							#
NS 1.5.1: How is motion defined in relation to matter and energy?						=		=	=							=
NS 1.5.2: Of what use is the vector?						=										=
NS 1.5.3: What is velocity and acceleration?								=								=
NS 1.5.4: What are Newton's Laws of Motion?								=								=
NS 1.5.5: What is force?																=
NS 1.5.6: What is momentum?																=
NS 1.5.7: What is the Law of Conservation of Momentum?								=								=
NS 1.5.8: What is inertia?																=
NS 1.5.9: What is gravity?																=
NS 1.5.10: What is Newton's Law of Gravitation?																=
NS 1.5.11: What forms can motion systems take?																=
NS 1.5.12: What is work?								=	=							=
NS 1.5.13: What is power?								=	=							=

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 1.6.0: Electricity and Electronics: the theory and application of electrical and electronic circuits and systems.			#					#		#	#					#
NS 1.6.1: What are electrons?											=					=
NS 1.6.2: What makes electrons move?								=			=					=
NS 1.6.3: What is static electricity?								=			=					
NS 1.6.4: What is direct current? What is alternating current?								=			=					
NS 1.6.5: What is the relationship of electrons to a circuit?								=			=					
NS 1.6.6: What are the major components of a circuit? What specific functions do they provide?								=			=					
NS 1.6.7: What is a battery? How does it work?								=			=					
NS 1.6.8: What is the relationship of circuits to electronic machines and electrical devices?								=			=					
NS 1.6.9: What is a computer?		=	=					=		=						=
NS 1.6.10: What is electron acceleration?								=		=						=
NS 1.6.11: How does the transmission of electro-magnetic waves help in transmitting electronic messages?								=								=
NS 1.7.0: Geological Forms: the formation of the earth, how it changes, the effects of weather, and methods for locating and using geological resources.								#	#							#
NS 1.7.1: What are some basic geological forms?									=							
NS 1.7.2: How did basic geological formations come into being?									=							
NS 1.7.3: How do various weathering processes such as wind, water, abrasion, and heat cause geological forms?								=	=							
NS 1.7.4: How are rocks formed?								=	=							
NS 1.7.5: How does extreme heat and pressure affect rocks?								=	=							

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 1.7.6: What is strata?								=	=							
NS 1.7.7: How are coal, oil, and gas formed in relation to strata?								=	=							
NS 1.7.8: How do geologists locate pockets of energy resources?									=							
NS 1.7.9: What causes weather?								=	=							=
NS 1.8.0: Planets and the Solar System: the identification and formation of the sun and the planets.								#	#							
NS 1.8.1: How were the planets formed?								=	=							
NS 1.8.2: What is planetary motion?								=	=							
NS 1.8.3: What causes rotation and revolution of the planets?								=	=							
NS 1.8.4: What is the relationship between the motion and speed of the planets and their relative distance from the sun?								=	=							
NS 1.8.5: What is the sun?								=								
NS 1.8.6: What is the impact of the sun on life on earth?								=								
NS 1.9.0: Cosmic Structure: the nature, origin, and place of the cosmos.												#		#		
NS 1.9.1: How has man sought to find his place in the universe?												=		=		
NS 2.0.0: LIVING STRUCTURE																
NS 2.1.0: The biochemistry of Life: the various chemical reactions which combine to form the basic life systems.									#	#						
NS 2.1.1: What does life consist of on it simplest level?										=						
NS 2.1.2: What is organic and what are organic reactions?									=	=						
NS 2.1.3: What is the importance of amino acids and protein?										=						

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 2.1.4: What are enzymes and what role do they play in life functions?										=						
NS 2.1.5: What is photosynthesis and what is its importance?									=							
NS 2.1.6: What is the significance of photosynthesis for both plants and animals?									=	=						
NS 2.1.7: What is respiration and what is its importance?									=	=						
NS 2.1.8: What is a cell?									=	=						
NS 2.1.9: What are the various types of cells? How do plant cells and animal cells differ?									=	=						
NS 2.1.10: How does the cell transport and utilize energy?									=	=						
NS 2.2.0: Genetics: the workings of DNA, RNA, genes, and chromosomes, and how they maintain the continuity of species.	#								#	#		#				
NS 2.2.1: What is prebiochemical or descriptive genetics?	=								=	=		=				
NS 2.2.2: What is DNA and RNA?	=								=	=		=				
NS 2.2.3: What do DNA and RNA contribute to reproduction?	=								=	=		=				
NS 2.2.4: What is a gene?	=								=	=		=				
NS 2.2.5: What is genetic code?	=								=	=		=				
NS 2.2.6: What is gene replication?	=								=	=		=				
NS 2.2.7: What is a chromosome?	=								=	=		=				
NS 2.2.8: What effects do chromosomes have in determining characteristics in reproduction?	=								=	=		=				
NS 2.2.9: What is meant by genetic crossover?	=								=	=		=				
NS 2.2.10: What causes genetic change and what are its results?	=								=	=		=				
NS 2.2.11: What is the effect of environmental factors upon living organisms?	=								=	=		=				
NS 2.3.0: Evolution: the various theories and evidences collected on the topic of evolution.	#							#			#		#	#		

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 2.3.1: What are some of the important aspects of the theories of Lemarck in relation to evolution?											=		=	=		
NS 2.3.2: What are some of the important aspects of the theories of Darwin?								=			=		=	=		
NS 2.3.3: What is natural selection?											=		=	=		
NS 2.3.4: Wh was prehistoric man?											=		=	=		
NS 2.3.5: Wh is the clash between evolution and religion?	=										=		=	=		
NS 2.4.0: Life ystems: the comparative systems which combine to maintain life.									#	#		#				
NS 2.4.1: What basic systems are present in all forms of life?										=		=				
NS 2.4.2: What is the circulatory system and what does it do?										=						
NS 2.4.3: What are the various components and functions of blood?									=	=						
NS 2.4.4: What are the various blood types?									=	=						
NS 2.4.5: What is the significance of the Rh factor?									=	=						
NS 2.4.6: What are the structure and functions of the heart?										=						
NS 2.4.7: What is the respiratory system and what does it do?										=						
NS 2.4.8: What is the digestive system and what is its function?										=						
NS 2.4.9: What is the function of the nervous system?										=		=				
NS 2.4.10: What are the structure and functions of the brain?									=	=		=				
NS 2.4.11: What is the skeletal system, and what are its functions?										=						

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 2.4.12: What is the function and purpose of the excretory system?									=	=						
NS 2.4.13: What is the purpose and function of the reproductive system?									=	=						
NS 2.4.14: What is physiology? What is comparative physiology? What is human physiology?									=	=		=				
NS 2.5.0: Classification: the evolved taxonomy of living creatures.														#		
NS 2.5.1: What are kingdoms?									=					=		
NS 2.5.2: What are phyla?									=							
NS 2.5.3: What are classes?									=							
NS 2.5.4: What are orders?									=							
NS 2.5.5: What are families?									=					=		
NS 2.5.6: What are genuses?									=							
NS 2.5.7: What are species?														=		
NS 2.6.0: Ecology: the interdependence of living forms combining to form a balanced environment.	#								#	#		#		#		#
NS 2.6.1: What is meant by an environment?									=			=		=		
NS 2.6.2: What are the effects of natural causes in relation to changing the environment?									=			=		=		
NS 2.6.3: What is a life cycle?									=	=		=		=		
NS 2.6.4: What is the carbon-oxygen cycle?									=			=				
NS 2.6.5: What is the nitrogen cycle?									=			=				
NS 2.6.6: What are the limiting factors in a physical environment?									=			=				
NS 2.6.7: What has been man's impact on his environment?	=								=	=		=		=		=

COURSE AND INTEREST AREA MATRIX

E B C E COURSES / CONCEPTS	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Consumer Education	Family Relations	Fundamental Math.	Geography & Ecology	Health	Home Management	Human Behavior	Political Science	Sociology	Standard English	Transportation Mgmt.
NS 3.0.0: MACHINES AND SYSTEMS																
NS 3.1.0: Simple Machines: the basic principles of machines and the six basic simple machines.											#					#
NS 3.1.1: What are the basic principles of machines?											=					=
NS 3.1.2: What are the six simple machines?											=					=
NS 3.2.0: Complex Machines (Power-Producing): the combination of simple machines into power-producing machines which are specialized and can deal with highly specified or multiple tasks.											#					#
NS 3.2.1 How are simple machines combined to form complex machines?											=					=
NS 3.2.2: What is a generator? How does it work?											=					=
NS 3.2.3: What is an internal combustion engine? How does it work?											=					=
NS 3.2.4: What is a turbine? How does it work?											=					=
NS 3.2.5: What are AC and DC electric motors? How do they work?											=					=
NS 3.3.0: Engineering Systems: the steps and procedures used to solve engineering problems and set up a functional system based on those solutions.											#					#
NS 3.3.1: How is an engineering system set up?											=					=
NS 3.3.2: How are the engineering systems implemented?											=					=
NS 3.3.3: What are some examples of engineering systems?											=					=

SECTION VII

STUDENT PROGRAM ASSESSMENT AND UPDATING

INDIVIDUAL PROGRAM MANAGEMENT FORM

Activity Sheet No.	Major Course Concept No.	Start	Est. Stop	Stop	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Eval. Goal	Eval. Inquiry	Eval. Product
				Total Points									

INDIVIDUAL PROGRAM MANAGEMENT FORM

Activity Sheet No.	Major Course Concept No.	Start	Est. Stop	Stop	Course Title Points Planned Points Earned	Course Title Points Planned Points Earned	Course Title Points Planned Points Earned	Course Title Points Planned Points Earned	Course Title Points Planned Points Earned	Course Title Points Planned Points Earned	Eval. Goal	Eval. Inquiry	Eval. Product
				Total Points									

INDIVIDUAL PROGRAM MANAGEMENT FORM

Activity Sheet No.	Major Course Concept No.	Start	Est. Stop	Stop	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Eval. Goal	Eval. Inquiry	Eval. Product
				Total Points									

INDIVIDUAL PROGRAM MANAGEMENT FORM

Activity Sheet No.	Major Course Concept No.	Start	Est. Stop	Stop	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Eval. Goal	Eval. Inquiry	Eval. Product
				Total Points									

INDIVIDUAL PROGRAM MANAGEMENT FORM

Activity Sheet No.	Major Course Concept No.	Start	Est. Stop	Stop	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Course Title / Points Planned / Points Earned	Eval. Goal	Eval. Inquiry	Eval. Product
				Total Points									